

JAN 5 1926

Child Welfare Magazine

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January

Childhood's Handicap

The Matter of the Movies

The Indoor Playroom

Summer Round Up of the Children

Why Health Education?

What Parents Are Asking

Starting On the Right Foot

The Hot School Lunch

\$1.00 a Year

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THE SUMMER ROUND-UP OF THE CHILDREN

CONDUCTED BY THE

National Congress of Parents and Teachers

IN CO-OPERATION WITH

U. S. Bureau of Education

The Delineator

HAS PRESENTED

FIVE HUNDRED DOLLARS

TO THE

PARENT-TEACHER ASSOCIATIONS

which, by participating in this campaign, have developed the best method and obtained the best results in securing the entrance into the first grade of its school of a class of children 100% free from remediable defects, in September, 1925. The awards are to be expended for the benefit of the schools, according to the decision of the Parent-Teacher Associations.

THE PRIZES HAVE BEEN AWARDED AS FOLLOWS:

First Prize
\$250.00

Barrow School Parent-Teacher Association,
Columbus, Mississippi.

Second Prize
\$150.00

Putnam-Washington School Parent-Teacher
Association, Marietta, Ohio.

Third Prize
\$100.00

Baker School Parent-Teacher Association,
Austin, Texas.

JUDGES:

Mrs. William Brown Meloney—Editor, *The Delineator*
Dr. Jno. J. Tigert—United States Commissioner of Education
Miss Mary E. Murphy—Director, Elizabeth McCormick Memorial Fund



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ASSOCIATE EDITORS

MARTHA S. MASON
MARY L. LANGWORTHY
LAURA UNDERHILL KOHN

EDITOR

M. W. REEVE

CONTRIBUTING EDITORS

JOY ELMER MORGAN
WINNIFRED KING RUGG
AIDA DEACOSTA ROOT

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Programs for January

Happy New Year

It is hoped that our readers will agree with us that this issue is so full of good program material that a choice is difficult. Do not attempt to use all the suggestions at one meeting; take the one you find best adapted to your needs and go into it thoroughly, following the paper by information as to local conditions and by helpful discussion from parents and teachers. The benefit of a program, in a Parent-Teacher Association, is not in the amount of ground covered but in the good resulting from it to your homes and your community.

The High School

1. *The Matter of the Movies and What to See.*
Discuss the films recently shown in your local theater.
2. *Music in the Public Schools.*
Summarize this paper and ask the Principal or the Music Instructor to report what is being done in your school and community.
3. *Thoughts for the New Year.*
Discuss each point and the action you feel should result in your association.
4. *Starting on the Right Foot.*
If you select Thrift—and it is of course the chief interest this month—use the splendid program on page 274, provided by the National Thrift Committee.

The Grade School or Study Circle

1. *Starting on the Right Foot.*
See instructions above.
2. *Why Health Education in the Public School?*
3. *Foundation Study Course Lesson.*
Omit references from book and read as a paper, using problems.
4. *Some Suggestions for Parents.*

The Preschool Circle

1. *What Parents Are Asking.*
2. *The President's Message.*
3. *Home Dramatics.*
4. *Childhood's Handicap.*
Follow this by discussion of personal experiences.

Will those who are using these programs write and tell us whether they prefer several papers, such as we have been presenting, or would like better one selected topic with suggestions as to points for discussion and some supplementary information. We wish to meet the needs of our readers. Please tell us what they are.—Editor.



The President's Message



THE SUMMER ROUND-UP OF THE CHILDREN

IN the past few years there has been a steadily advancing movement to strengthen the efficiency of school health inspection. In some centres the health authorities have conducted summer clinics in an effort to put children into good physical condition before the beginning of the school year, meeting in many instances with marked success. But with possibly a few exceptions this undertaking has been financed and conducted as a city health project at the expense of the community, either through the Health Department or through the school system.

To the best of our knowledge and belief, the first definite movement to place where it belongs, squarely upon the home, the responsibility for sending to school a child ready to be taught, has been made by the National Congress of Parents and Teachers, during the summer of 1925.

Taking shape so late in the season as to make any degree of success apparently impossible, the idea struck so responsive a chord throughout the organization that associations in thirty states entered the campaign, with results far beyond the most sanguine expectations of the director, while from those states which felt unable to move with such haste has come the assurance that the spring of 1926 will find them lined up in unbroken ranks for the new campaign, so that wherever a Congress Parent-Teacher Association or a Mothers' Club is formed, there will the school be assured of an entering class in the first grade, which is 100 per cent free from remediable defects.

It is difficult to find words in which to express fully the appreciation, the recognition, due to those men and women, parents, teachers, doctors, nurses, who in the face of almost insuperable obstacles—closed schools, scattered children, vacation-seeking parents, ignorance, prejudice and inertia, saw the vision of what this undertaking might bring about and through their undaunted efforts achieved a truly amazing measure of success. America may well be proud of her Blue Ribbon Parents.

The original plan of the Summer Round-Up assured the award of a certificate signed by the United States Commissioner of Education and the President of the Congress to each association carrying through the campaign. When the announcement was in press for the July issue of *CHILD WELFARE*, the idea so strongly appealed to the public-spirited editor of the *Delineator* that her publication added the offer of three prizes, to be given to the three associations attaining the best results and developing the most effective methods. The prizes are to be spent by the associations for the benefit of the schools with which they are connected.

Many good friends foresaw failure from such a hasty launching of a nation-wide project, and advised more deliberate procedure with all details worked out, presenting in 1926 a plan complete in every particular. But others said, "Go ahead. Get people to talking and thinking about this thing. The idea is good. It will sell itself. If even a hundred children can be helped in 1925, why wait a year?"

And we who know what parent-power, once aroused, can accomplish, were glad that others, too, shared our faith, and so, like the good old Swiss Family Robinson, "we thanked God and took courage."

This is how we did it:

1. A letter was sent to each state president, outlining the campaign, requesting co-operation and offering the necessary material.
2. The detailed schedule as printed in the July issue of *CHILD WELFARE* was reprinted and distributed in quantity sufficient for each entering unit. This schedule

gave the requirements for entrance and for the prize competition, as well as the items to be included in the final reports.

3. The interest and co-operation of the United States Bureau of Education was enlisted, resulting in a fine series of letters sent out during the summer and a striking "dodger" distributed all over the country.

4. A score card and carefully detailed examination blank was prepared by the National Chairman of Child Hygiene, Miss Mary E. Murphy, Director of the Elizabeth McCormick Memorial Fund, and after approval by the president of the American Medical Association, was supplemented by the Baldwin-Wood weight-age-height tables and some additional instructions. One of these blanks was furnished for each child reported as entering school in September, 1925, and they will serve as the basis for the compilation of a set of valuable statistics on the pre-school child.

Instead of a hundred, literally thousands of these records have poured into the president's office, accompanied by tales of loyalty, enthusiasm, co-operation, which have thrilled even the experienced judges who have read many stories, and who might well be forgiven for believing that there is no new thing under the sun.

An important factor in the prize competition was the tale of how the local work was done, and so splendidly have the associations developed their own original methods that the task of selection has been a difficult one. While many more than three stories have been felt to be of practically equal merit, the exactness with which the contest instructions have been carried out and the percentages of gain have been computed have also been factors in the final decisions. Some associations neglected to work out the averages; some forgot to have the reports properly signed; some entered only the results of one examination; and where so many have done the finest of work, the prizes have been won by those who did not fail in a single item of the contest's demands.

Such is the spirit within the Congress that we know that all will rejoice that some have achieved such remarkable exactness of results. Let me quote from one local president, who, I am sure, voices the feeling of all:

"When we started out we were working for the prize, I am ashamed to say. But when we got into the work and saw the results and the good we had done and will do for our community, also town, we were truly ashamed to think a prize had to be offered to *wake us up*, and not one mentioned prize all during the entire work."

The three leading associations appear this month, while the Honor Roll of associations which will receive Blue Ribbon certificates will appear in February, as there has been much delay in the receipt of some of the returns. In the name of the National Congress, the president heartily congratulates these associations upon the success of their earnest efforts and the opportunity thus given them to benefit their schools.

The twelve stories from which the final selections were made will appear in *CHILD WELFARE*, and in addition we shall publish a number from associations which made use of excellent methods, but failed in some of the important requirements and so were not eligible for the awards.

Plans are already under way for the second campaign, which will begin on May Day, before which date all necessary material will have been distributed to entering associations. The month of May will give opportunity for the Round-Up of the entering First Grade of 1926, June, July and August will be allowed for the correction of defects, records will be filed in September, and the results will be made public on January 1.

Let our New Year's resolution be this: Every father and mother in the National Congress of Parents and Teachers shall be a Blue Ribbon Parent in 1926!

MARGARETTA WILLIS REEVE.

CHILDHOOD'S HANDICAP

BY MAE FOSTER JAY

PART I

TO say that a child is a little human being; that he has instincts, senses, reactions, habit-forming tendencies, reasoning power, in kind with the adult; in short, that he is heir to human nature, is to state a truism.

Yet the world is too full of people—unqualified parents, or individuals who are the despair of qualified parents—who seem to regard the child either as a paragon of sorts, immune to “all the ills the flesh is heir to,” or else as a strange being devoid of senses, intellect, or reactions. Either through gross ignorance or gross carelessness, they are oblivious to the fact that the early years are years so plastic as to make our handling of them an awesome responsibility. They do not recognize the inexorable truth that tomorrow’s men and women are shaped, for good or ill, at this most malleable age.

The heedlessness of this truth is childhood’s handicap. The child must battle for his virtues against the opposition of unthinking grown-ups. If he grows up sweet and wholesome and natural, it is distinctly an achievement. We cannot but wonder how much greater in character he might have become if he had not had to surmount the obstructions.

We condemn the youth with uncontrolled temper, or mean and little disposition; the one who commits a murder; the son who self-indulgently runs through his parents’ fortune; the girl who rushes to her ruin through lack of emotional self control. Yet these things happen largely because adults, whose primary function in life is the rearing of young, are not “on to their job;” because someone overlooked the importance and the opportunities of the formative years, not realizing that what we call moral education is a question of fixing habit deep into the individual so that he will be able to withstand temptation.

THE FLATTERERS

Flatterers are a deleterious influence by which the child is surrounded from baby-

hood. What is a mother to do when a stranger acknowledges an introduction to her six-year-old child with an effusive: “Oh, my! What a pretty little girl you are! Haven’t you the darlinest dimple? And such beautiful eyes!” Naturally the mother, if she is qualified to be one, would like to annihilate the stranger. Yet she is without recourse, entirely. She cannot beg her to desist from her flattery without offending; she cannot tell the child that the comments are not true, for they are; she cannot tell her that the stranger is tactless and rude and ignorant, for that mother abstains from calling her child’s attention not only to her own virtues but also to other people’s faults. So she must let the indiscreet remarks sink into the very impressionable young mind.

“I think you are the cutest little girl,” I heard a woman—a mother herself—say to a child the other day. “I just love to hear you talk! You have the dearest way of saying things!” And the poor child smiled a foolish little smile—and thereafter talked with distressing self-consciousness.

“Mrs. Blair told me I have such pretty knees,” Eleanor confides naively. “Have I?”

There are those who brazenly discuss the child’s appearance in his presence quite as if he weren’t there, or as if he were a china doll or a painted picture whose ears were but make-believe, or as if he were a captive butterfly under scrutiny. “Isn’t she a beautiful child!” they admiringly exclaim. “How adorable she looks in that blue dress!” Or, “Look at those big bright eyes! You can tell that nothing gets by *that* boy. Smart? Well, unless I miss my guess!”

And the result of these indiscriminate comments? Consider, for instance, Ruth, aged three, standing before a mirror regarding herself with satisfaction.

“I look just adorable in this hat!” she assures her mother.

“But, Ruth, my dear! You mustn’t say that!”

"Why?" in a disappointed tone. "Don't I? Miss Finch said I did."

"It would be better to say that the hat is becoming. The other sounds vain."

"What is vain?"

"Thinking too much about yourself or your clothes."

A few days later when a new dress is delivered Ruth looks at it with natural delight; then checks her raptures abruptly.

"Oh—but I mustn't like it!" wistfully.

"Why not?" her mother asks in surprise.

"Didn't you say it was—vain—to think your own clothes were pretty?"

It is not easy, you see, for a child of that age to draw the line between wholesome appreciation and vanity; but it is woefully easy, through just such unthinking remarks as I have quoted above—and who does not hear them every day?—to sow the seeds of vanity. The child involuntarily is having cultivated in him something for which he later will be punished or criticized or disliked. Such brazen lauding of personal charms may all too easily make for later primping, passion for clothes, conceit. And too often these qualities are fostered by a child's own indiscreetly adoring parents—who wonder, in later years, why a child whom they love so much and for whom they did so much, turned out as he did.

And if a child is inherently too modest or too sensible to be made vain by naked praise, certainly he is made embarrassed, and self-consciousness results. What adult would not find it distressing or harmful? Yet a child is supposed to remain unspoiled by it!

It is not possible to silence these flatterers; but one may follow the example of a certain mother I know who is struggling valiantly against having her little girl spoiled by the praise which overwhelms her from outsiders. She juggles tactless remarks, trying to instill the idea in the child's mind that it is the care of the person which counts more than the appearance—the keeping of the body clean, teeth brushed, hair neat, etc. She teaches her that those knees and arms are beautiful if the muscles in them are so trained that she can turn somersaults and hand springs, chin herself, swim, swing

the tennis racket. She is trying to turn the child's thoughts of clothes into wholesome channels by emphasizing good taste in dress, teaching her what are proper play clothes, school clothes, party clothes. I believe that already she has eradicated any danger of that child's ever appearing in high school or in an office decorated and embellished as for a party. Already, by teaching her to care for her clothes and to consider a new dress an event, she is guarding against future extravagant wardrobes and staggering charge accounts. How fortunate this child who so early has her tastes, habits, and sense of values correctly formed!

THE TEASERS

It is strange that some people think that the only means of conversing with a very young person is by teasing and banter. They think they are just having fun with him—but genuine fun and humor make a child happy-dispositioned, while teasing makes him irritable and rude.

"Where'd you get that funny green dress?" a man asked a little girl in spotless white; and chuckled in large satisfaction when she came back belligerently, "My dress is not green! It's white! So there!" And, when she appeared in knickers, "Ha! Ha! Boy's pants! You're a fine looking bird in those!" Her feelings were hurt—and she covered them by sharp-tongued repartee. And when, the next day, she saw this man across the street in golf clothes, she greeted him with: "Hello, Mr. Smith! You're a fine looking bird in those little-boy's pants!" I claim it was the man and not the child who was deserving of the reprimand which followed.

"Guess I'll take this pair of scissors and snip your ears off!" a youth of my acquaintance is fond of saying to a young niece. Or, taking the child's doll and starting for the door, "Guess I'll take this baby down to the hospital and have it's arm sawed off. See, it's broken!" He gets what he wants, this hector, a "rise" out of the child. She protests, weeps, fights. He really is fond of children, but he plays with them much as he does with a small puppy, mauling verbally and physically until

they fight back. Yet when he wants affection from his niece, he cannot wheedle it. He cannot find his hat when he wants to go to town, and is exasperated because she has hidden it; but it was "only fun" when he hid her toys that morning. He settles down for a quiet hour of reading, and calls her a little pest when she snatches at his paper; but only a few moments ago he upset her entire scheme of play with no qualms whatsoever. He rebukes her for a loud and boisterous manner, for "smarty" remarks, for perversity; he does not realize that those are her reactions to him alone, nor how vastly different those reactions would have been had he spent his time with her in constructive play.

When we met yesterday on the street a man known in the community as "so jolly" a friend of mine told me that she still could feel the awful fear he aroused in her as a child when he held her one day over one of the buckets of an old-fashioned well, remarking, "Well, I guess I'll just send you down in this!" Her eyes kindled with still existing resentment. Little that man realized in that moment of what he called fun, that he was putting the child in an emotional state that would last her life time!

THE PATRONIZING; THE HONORLESS

The child encounters at every turn the patronizing older person, the one who thinks he must talk down to a child; who "my little mans" him, or asks in a fawning voice, "What's your name, little girl? And how old are you? Well, now isn't that nice?" Very often children refuse to answer this

individual—and who blames them? They resent that stilted, silly, unnatural tone, squirm under the figurative lorgnette and become embarrassed, behavior as foolish and unnatural as that of the person addressing them. Yet we demand naturalness in a child!

There are honorless parents who discipline a child by deceiving him—a weak and lazy and unjust method. They train him not to run away, for instance, by telling him the boogey man will get him if he ventures outside the yard—a procedure harmful not only because it makes a coward of the child, but because sometime he will realize that his parents lied to him. But *he* must never deceive! These parents, disregarding the greater wisdom of frank truth, tell the child that they are not going out in the evening—and when he is asleep, break their word. Can you understand the brutal shock when he awakens and discovers their faithlessness? Yet the child must never fail to keep *his* word!

Grown-ups have a common habit of spelling parts of their conversation which they do not wish children to comprehend. This is an insult which hurts young tender feelings, and which arouses resentment. Unfortunately it is imitated in principle. What a woefully rude thing it is for two children to nudge each other and whisper and giggle about the lady who is calling on mother! And how discourteous if, in later years, their conversation pertains to matters of which part of those present are ignorant!

(To be concluded)

The Pretty Room

BY MARY GRAY MEWBURN

*I always like my Sunday tea
With mother in the Pretty Room;
It's all aglow with candlelight
And pots of bushy plants in bloom.*

*And when the cake is finished quite,
I draw a stool before the fire;
And then my mother reads to me,
Of fairy tales I never tire.*

*Too soon it's time to say my prayers,
At mother's knee with folded hands;
And then—"Goodnight"—I mount the stairs,
And off to bed and Dreamylands!*

*I always like my Sunday tea
With mother in the Pretty Room;
How soft the glow of candlelight!
How sweet the smell of flowers in bloom!*

The Matter of the Movies

BY PATTEN BEARD

IN OUR town, the chief diversion is that of motion pictures. We have no theaters where plays are given, no art gallery where art exhibitions may be held, and we have few concerts and fewer lectures. Those of us who have money can go to the city for such things. Those of us who think twice over a trip to the city, plus tickets to what we want to see, stay at home and take our amusement and needed diversion at the local motion-picture houses. And if one has a taste for good films, one comes away feeling that the time would have been spent to better profit in the work one was trying to escape.

At such times one is a bit disgusted with oneself for having been hopeful enough to believe something worth while might be seen in pictures. Once in a while one comes away enthusiastic—but that is rare!

I am aware that most people who have taste do not expect refined entertainment at the motion pictures; like the very cheap magazines, the motion pictures deal in sensation and thrill. They go to such lengths to secure it that rarely does art keep up with the race. Once in a while it does, but as a rule we have "action films" with plenty of "pep," and all one has to do is look at the first pictures of a reel; one knows from them exactly what the story will be, for every motion-picture story is like every other. They are cut of one pattern. Given certain characters, certain plot follows. And it needs neither imagination nor concentration; we do not even have to follow the pictures closely, for we know what will come upon the screen as surely as we know that everything will end in one final and prolonged embrace between the hero and the heroine. There you are! Exactly what you knew would happen!

Now, after a time, such amusement ceases to interest even though one has need of diversion: we wonder why the motion pictures are not better and we also wonder

if this is really the taste of the general public.

So much sex stuff, such perverted sense of logic in plot development, such *rot!* And there is the audience, almost eight-tenths young people—are they amused?

Unfortunately, it seems as if they were. And the audience demands no higher standards of probability or fictional interest than it would were it reading a popular fiction magazine of the lower type. The children howl when the hero proclaims that he "will fight to death" for his "painted lady." They know that a fight is coming and they know there will be a fierce one. When it shortly arrives and the fighters are wallowing upon the ground, enthusiasm mounts the highest. Of course, the hero is going to win. He always does. Sometimes, even when he should not win because his goodness is only goodness as proclaimed by the sub-titles and is not at all real, he still wins. A hero always wins even though he may get batted about a good deal. And the strange thing is that one can take his goodness and righteous quite without question: the audience does not think. The audience goes entirely by the sub-titles—*always*.

If the sub-titles are noble sentiments, the audience claps at the right point: the audience never questions and seldom exerts its reasoning apparatus.

But the boys and girls—do they really think that the labeled Right is RIGHT? Do they refuse to accept the logic of a false plot? Do they stop to consider that vulgarity is not humor and that rough horse-play is really not funny at all. I am afraid they do not. Given certain situations that are labeled "funny" they laugh and accept the so-called fun. Even though it may be a poor substitute for humor or comedy, vulgarity has them in its grip. They have been trained so that this *is* funny!

And, if unfortunate enough to be one of the few who accept motion pictures thoughtfully, one wonders just what is going to happen: are we to go on getting worse and worse pictures? Are we never to feel we have seen enough of the same old sex stuff, the same old thrillers, the same situations, characters, plots, the same vulgar comedy?

In our town, there is a body of thinking people who have banded themselves together for better films—merely for the sake of getting more wholesome pictures for the juniors. We feel that such pictures as we are shown are demoralizing; we feel that some reform must be made. We cannot change the taste of the juniors and the young people but, at least, we can start the younger ones right, if they go to see pictures *at all*.

In our town, most of them do. We took a census of the school children. The average attendance was three times or more a week. In almost all instances the children went unaccompanied by elders. And—the films that the boys and girls liked best were rated under the following lists in order named: Western, first choice; Historical; Comedy; General (including serials, and Educational films.)

Action films are the things they want. A wonderful picture like *THE HUMOROUSQUE* will not hold attention; neither will a charming romance like *THE LITTLE MINISTER*. *THE BLUEBIRD* is voted "not peppy enough." But the same audiences will howl and applaud the *KING OF WILD HORSES*, even though some sensitive little youngster in the audience cries in its excitement.

Our Better Films group has been trying to give matinees that contain the best films, that include instead of vulgar comedy the exceptionally fine Bray Educational films. And we have done it with the help of the local managers who have been willing to co-operate, even in the face of small audiences and a ten cent admission for all under High School age. But there the facts of profit stare one in the face: are the managers to lose out because they have let us choose the really good pictures, and because we have chosen pictures worth seeing?

The boys and the girls are not interested in travel pictures—not generally. They actually prefer the Western thriller to anything else. It is the children's fight with pirates in *PETER PAN* that makes them remember it—not Nanna or Tinker Bell or even Peter himself!

And, after having been brought up upon the highly spiced diet of thrills, the bread and butter of ordinary human interest ceases to appeal. And the thrills have gone their full limit—how can they go any further? And so, because of the difficulty of getting new thrills—over and over, the same plot and characters and the same end-up of the embrace! How much longer are we all going to put up with it?

The fact remains: people who think do not go to the motion pictures—they prefer modern plays; the people who do go for recreation either accept what is put before them or go away utterly disgusted. Those who are disgusted, band themselves under the slogan, "Better Films" as we have done.

The boys and girls come to our matinees but they go in wild crowds to sensational Western thrillers—If we gave them exciting action pictures, they might come in larger numbers to our matinees but we have tried to uphold the ideal of pictures which the schools could endorse. The boys and girls come—come in small numbers: so, after all, the trouble is not with the managers. The managers want to give the people what they will pay for—and, with rare exceptions, the best films do not pay as well as the poorer ones!

We have tested this out with the boys and girls and it is as true of child audiences as of more mature ones: to them, the "regular movie" is generally acceptable; its plot does not matter; its right or wrong is accepted at face value whether or not it rings pure metal or not; and its humor that is pure vulgarity as a rule, is accepted for *real fun*.

Better films may win out in the end but not unless thinking people work concertedly together to forward this final victory over the vulgar and the trashy and the bad. In your own community, you can start a work for better films. You can help. You can

do your bit! That is the only way that the movies ever can be changed. There should be general protest from all who disapprove—and constructive work toward better films and then, perhaps, we can win over the boys and girls with the new movies that are to come, and show them that really

worth-while amusement is not all in the thriller's class.

Say what you think and stand up for it!

Better films are needed. And they will never come till the demand for them is a general protest against the movies as they are in most small towns to-day.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman of Motion Pictures

WITH the dawning of the New Year, let us face with renewed spirit and untiring vigor the never-ending problems in the work of our committee.

The outlook for the coming year can be viewed with quite a little optimism. After four years of Federal investigation, the control of theaters in various sections by producing and distributing companies and the "block" system of booking are being attacked by the Government through the Federal Trade Commission. These two practices are condemned, the first, "on the charges of unfair methods of competition aimed at setting up a monopoly," and the second, "for forcing the sale of otherwise unsalable pictures upon the exhibitor."

The "block booking" system is also the basis of a suit filed in the Supreme Court by one producer against another. The plaintiff contracted for the distribution of a number of pictures by this producing and distributing company against whom he brings the suit. The suit is brought not in the hope of financial gain, but for the purpose of securing a legal decision that, regardless of the fact that the system menaces the sale of good pictures by associating them in groups with inferior ones, it is "most obnoxious to the producer bringing the suit."

At the Austin Convention it was the unanimous opinion that the "block booking" system should be abolished, and a resolution embodying the protest was sent to the New York headquarters, where suggestions are welcomed. The reply was not nearly so encouraging as the Government investigations, which, if successful in achieving the purpose for which they were begun, will be of considerable benefit to the patrons whose opinions and desires for wholesome entertainment are not to be disregarded.

For such patrons we list the following pictures:

FAMILY:

- "Blue Blood" (George Walsh)
- "Bobbed Hair" (Marie Prevost)
- "Bright Lights" (Charles Ray)
- "California Straight Ahead" (Reginald Denny)
- "His People" (Rudolph Schildkraut)
- "Go West" (Buster Keaton)
- "Head Winds" (House Peters)
- "Irish Luck" (Thomas Meighan)
- "Lazy Bones" (Madge Bellamy)
- "Lights of Old Broadway" (Conrad Nagel)
- "Little Red Riding Hood" (Baby Peggy)
- "Man in Blue" (Herbert Rawlinson)
- "New Brooms" (Bessie Love)
- "O. U. West" (Libby Lynn)
- J "Old Clothes" (Jackie Coogan)
- "On the Threshold" (Henry B. Walthall)
- "A Kiss for Cinderella" (Betty Bronson)

- "The Little Giant" (Glenn Hunter)
- J "Siegfried" (A Norse Saga)
- "Stage Struck" (Gloria Swanson)
- "Speed" (Betty Blythe)
- "The Calgary Stampede" (Hoot Gibson)
- "The Everlasting Whisper" (Tom Mix)
- "The Good Bad Man" (Tom Mix)
- J "The Wizard of Oz" (Larry Semon)
- "The Vanishing American" (Richard Dix)
- "Tumble Weeds" (William Hart)
- "Wages for Wives" (Zasu Pitts)

ADULTS:

- "A Woman's Faith" (Percy Marmont)
- "Sporting Life" (Ben Lyon)
- "The Ancient Highway" (Jack Holt)
- "The Best People" (Warner Baxter)
- "Up the Ladder" (Virginia Valli)

What the National Congress of Parents and Teachers Can Do to Help the Cause of Music in the Public Schools

PART II

BY GLENN H. WOODS, A.A.G.O.

Director of Music, Oakland, California

OUTSIDE influences can do more to focus the attention of educators on the subject of music and methods of instruction than active forces within the schools themselves.

Let us take a brief look at the instrumental music for a few moments.

Sixty-five per cent of all instruments used in the bands and orchestras in the schools are furnished by the parents.

Do the parents furnish equipment for domestic science, manual training and laboratories? They do not!

Do the Boards of Education supply the remaining 35 per cent of instruments needed to complete the instrumentation of the bands and orchestras? They do not!

The cost of equipment in one machine shop in the modern high school would furnish the unusual instruments for fifty orchestras.

All innovations in education have come into school activities because of outside interests that urged their establishment, recognition and financial support.

Who can do this better than you? No other agency could do it half so effectively.

COST OF MUSIC EDUCATION

The program of music instruction should be expanded. First, because it has a direct bearing on the cultural education of the American youth, which is of prime importance; second, the cost of private instruction has mounted so high as to be prohibitive for students who may have much talent but no funds.

Like everything else in America, even her music has become so commercialized that only the children of the rich can secure first-class instruction. The day of the dollar lesson has passed, and in its wake we find the traveling master class teachers with

a bill of fare ranging from fifteen dollars per half hour to one hundred dollars, depending upon their advertised reputation.

If there are those who can pay the price, let them go merrily on their way with our blessings, but the rank and file of music students need more thorough individual care and less pink-tea Bohémianism.

We learn to do by doing and not by *being* done.

INSTRUCTION

The piano is fundamental in all music instruction. First, because of its construction and its two-hand manipulation, it is capable of producing complete four-part harmony. Second, it is more frequently included as part of the home furnishings.

Class instruction in piano should be part of the educational advantages offered to all children. If a teacher of English or mathematics can instruct forty pupils in a class, the same procedure can be followed in piano classes, except that the equipment becomes our immediate concern.

It is possible to procure portable key-boards with movable but silent keys, and the entire class can practice while the individual pupil at the piano is performing.

Fifty per cent of all children in the schools from the third grade up can learn to play the piano if exposed to instruction.

To accomplish this, equipment is necessary, and the first blockade is encountered; teachers of piano who can "pedagogicate" more than one pupil at a time is the second, and a specific course in technical studies, etudes and compositions, with a definite plan for acquainting the student with one representative composition by each of the great composers from every school and every nation, is the third.

This course can all be assembled and

graded with the sequence of technical difficulty as the principal factor, but the main objective shall be to give the students a musical repertoire that shall leave with him a permanent endowment in music.

You purchase a ticket for a trip from Portland to New York. You get into a car in Portland and disentrain from the same car in New York. You pass through many cities, quite a few states, ride on the tracks of half a dozen separate railroad companies, pulled by a dozen different locomotives, operated by many varieties of engineers, but all the time you have been *going* and you finally *arrive* at your destination.

The following tabulation may be of interest to you as it is taken from my state survey made some years ago and is the report in total of the individual classrooms of eleven cities from 5,000 to 500,000 population, from the third grade through the high school, and shows the percentage of pupils studying music *outside of school*. If the parents deem musical instruction of such importance that they are willing to add to their home expenditure an additional outlay for musical instruction, should not all of the pupils have an equal advantage at public cost?

Percentage of pupils studying music outside of the school:

Third grade.....	15.6	per cent
Fourth "	22.7	" "
Fifth "	29.6	" "
Sixth "	34	" "
Seventh "	33.7	" "
Eighth "	33.7	" "
Freshman	26.8	" "
Sophomore	28.2	" "
Junior	29.3	" "
Senior	23.6	" "

The interest of the parents in music provides instruction for more than 25 per cent of the school population from the age of nine to eighteen years.

This could easily be increased an additional 25 per cent through class instruction in piano and orchestral instruments, at public cost. We expect and hope for musical growth in America, but we do very little to guarantee the fulfillment of this hope.

VOCAL INSTRUCTION

One branch of instruction that is sorely neglected is class vocal instruction. While a number of the very progressive cities have already launched this campaign, it is by no means common practice.

Could sensible instruction of "how to sing" be more universally given, many voices would be saved and more would be discovered that have natural resonance and tone quality enough to warrant further study.

So many young people suddenly discover their vocal abilities who have no fundamental background of music training that the custom of giving some basic principles of vocal production in the school would be of inestimable value.

HOW MUCH CAN CHILDREN LEARN?

We are more apt to make musical progress if we determine what children can learn and adjust our teaching accordingly. Not so long ago I listened to a concert by the music classes of one of the Oakland high schools, and among the selections offered was a four-part choral number written by a girl student. She orchestrated it for full orchestra, the high-school orchestra played the accompaniment, and she directed the entire ensemble of one hundred voices and a sixty-piece orchestra, giving a musical rendition that was convincing and enjoyable. Mind you! Seventeen years old, studied 'cello three years, harmony two years, orchestration one year, all in high school at public cost, and her academic studies were not sacrificed. How much can children learn?

The second commission entrusted to you is to see that the schools in your locality are offering real musical training.

CIVIC BETTERMENT THROUGH MUSICAL ACTIVITY

What shall be the main objective of musical training in the schools?

To seek and educate the talented child?

To teach music because it is a cultural subject?

To vocationalize an art?

To consume leisure hours?

Or to prepare more fully for worthy citizenship?

Worthy citizenship may include all the previous objectives. If we are to be democratic in our educational procedure, our perspective must be broad enough to predicate purpose beyond the taint of prejudice.

Character has displaced health as an objective, and citizenship is of greater concern than talent.

The very foundations of our civilization have been shaken by the appalling increase in crime.

Crime has increased 500 per cent in five years. Sixty-five per cent of the inmates of penal institutions are under twenty-five years of age.

California spends \$86,000,000 annually for the maintenance of such institutions.

Where we spend one dollar for education we pay five dollars for crime.

We have just cause, then, to be concerned with citizenship and character education as main objectives.

Labor-saving devices and shorter hours have stamped leisure as a social issue.

Worthy use of leisure is one of the cardinal principles of secondary education, and many if not most of our social ills can be directly or indirectly traced to its misuse.

Music students spend most of their leisure at practice or in "the pursuit of happiness" found in playing for their own amusement and frequently other persons' amazement.

Detective Burns said, "More music, less crime."

Why not try his formula? Have educators ever given deliberation to such advice generated by practical experience?

The social value, the educational value, the civic value of music has never been tested.

What city or school system has deliberately set itself to the task of trying to find out—

(1) The real worth of music in the life of the adolescent child?

(2) The cultural utility of good music in the social life of a school?

(3) The civic importance accruing to a city which makes music an objective in the lives of the people who live there?

You do not know of any?

No, and you never will until some agency with *vision, enthusiasm* and *punch* shall launch the idea, and then the sleepers will awaken.

The haven of energy is activity. Direct it, and power is enthroned. Neglect it, and destruction is exalted.

Music is activity well directed, increasing in significance as the power of accomplishment becomes ability.

We know that crime is increasing; we know that the perpetrators are barely of age; we know that "the devil finds work for idle hands." All this we know. But what are we doing with the information? Who is making use of it?

We all like to do things—big things. The more difficult the feat, the greater the joy. The limelight has attractions for us all.

Why not concentrate our attention on the young people? Make them do things; let them enjoy the exhilaration of applause, but study the result.

We have scores of fine symphony orchestras—professional, highly paid and efficient. We have baseball teams—professional, highly paid and efficient. But America will never become musical through her professional symphony orchestras any more than she will become athletic through her professional ball teams.

We become a musical people when we make music.

A few years ago a high-school orchestra of sixty players, with complete instrumentation, gave a performance of the Tchaikovsky Pathétique Symphony before a group of one thousand musicians.

Perhaps they did not reach the heights of technique and interpretation of the Philadelphia Symphony, but I challenge any group of foreign-born, foreign-trained, foreign-conducted professionals, paid with American dollars, to rival the thrill that the audience got by the performance of those young people.

After all, who gets the real thrill—the audience or the performers? Were they musical? Had they done something worth while? Will they ever forget it?

Teach a boy to blow a horn and he is too busy to learn how to blow a safe.

His fiddling may cause the neighbors to hold up their hands in holy horror, but at least they are sheltered from a hold-up accompanied by holy horror.

Even a saxophone may become a "blessing in disguise"—it has no other excuse for existence.

One eighty-sixth of the money now spent on criminals in California would furnish instruments for hundreds of bands and orchestras.

Keep the young people busy, make them participate in the production of good music and your social ills will decrease.

You cannot emerge from the study and performance of such works as the "Unfinished," "Jupiter" and "Surprise" symphonies without having your soul awakened, your emotions elevated and your character enriched.

No concern of the nation is so vital as her solicitude for her young people.

Make them *do* great things instead of telling them to be good. Burden them with

the responsibility of more frequent public performances, and they will rise to the occasion with joy and enthusiasm.

Make them live in actual experience the inspiring music which they can accurately perform, and while the sound may effervesce into the ether, the conviction of accomplishment will remain with the performers as a lasting heritage.

If music is the "best mind-trainer in the group," it is time that the educational world is awakened to this fact.

If the citizenry of our commonwealth can be benefited by more music and less leisure, see that more money is available for the enlargement of music education.

Let the boys and girls of America occupy the center of the stage. Throw on the spotlight. Make them do good music as well as they can, for this is the province of music in education, and its accomplishment can be realized by the concerted interest and action of such organizations as the National Congress of Parents and Teachers.

New Year's Resolutions of an Average Teacher

BY DALLAS LORE SHARP

1. I am resolved to say, "Day by day, in every way, I'm getting better and better," and to believe it of my children.
2. I am resolved to be human, first, last and all the time—and a pedagogue only at teachers' conventions.
3. I am resolved to behave as well as I wish my children would—if possible.
4. I am resolved to make my appearance, my manner, my character count more with my children than books or buildings or tests or methods.
5. I am resolved to wear a flower in my hair, or one in my button-hole, even if carnations soar to fifteen cents apiece.
6. I am resolved to go down to my class-room as Moses went down to Egypt—for children are God's chosen people.
7. I am resolved to hold fast to a portion of the faith in my children that God has in them—who has already committed to their keeping the fate of the world.
8. I am resolved to hold fast to the faith in myself that God has in me—who has committed to me, in the children, the fate of the world.
9. I am resolved to make my class-room the greatest socializing, democratizing force in America, for on my clear thinking and right feeling depends that of my children and the nation.
10. I am resolved to know the art of teaching the matter of teaching, the greatness of teaching, and to make my teaching the most magical human chance in all of the world's work.

—Written for the *Massachusetts Bulletin*.

Department of the National Education Association

Thoughts for the New Year

BY JOY ELMER MORGAN

Editor of The Journal of the National Education Association

Making parenthood a profession—Human nature is a fascinating study. To watch child life unfold in an effort to discover the laws that govern it is a great adventure. Psychology has learned much from the study of feeble-minded people. They make little effort to hide the reasons for what they do. The relation between cause and act is also more apparent in babies and young children than in older ones. Groups of infants are now being brought together for special study in such centers as the Child Research Station of the University of Iowa. Everything they do is carefully studied by trained scientists. These skilful observers are finding that the early years are much more important to the whole life of the child than is usually realized. The way parents handle children between birth and school age may make the task of the schools easy or impossible. During these years things that seem little often make a lasting impression. Fear, confidence, self-respect, curiosity, cooperativeness, and other basic attitudes are given direction during these years. It is increasingly apparent that parents cannot know too much about the science of rearing children. Parenthood is becoming a profession. Teachers now have a slogan: "Every teacher at work on the problems of the profession." Why not: "Every parent at work on the problems of the profession?"

Children's likes and dislikes—Children catch attitudes just as they catch the measles. Unconsciously they copy parents, teachers, and neighbors. Speak often and pleasantly of joy in work well done and children grow to value it. Comment frequently on beauty in movement, voice, dress, flowers, birds, sunset, friendships, music, literature, painting, and other things that children should

value and immediately the song of beauty is sung by them to their child associates and attitudes of vital importance have their beginnings. Child life can be made so rich in positive appreciations that evil has little chance to take root in it.

Education for freedom—Why does one teacher or parent make beauty itself a burden, while another makes veritable drudgery a joy? The answer to that question is the fine art of handling children. It is the difference between force and leadership, between command and suggestion, between antagonism and good fellowship. New schools built around the idea of education for democratic freedom are springing up all over the world. They are prophecies of a new day in child rearing. They are helping parents and teachers to see that education is growth along right lines rather than a brain crammed with facts.

Next steps in child labor—The battle on the child labor amendment has brought out no essential facts that were not carefully considered by the Congressional committees, before Congress submitted the amendment to the States by an overwhelming vote. We believe that fact is beginning to dawn on thinking people. The paid lobbyist against the amendment who is reported to have remarked that the American people can be led like sheep by the power that can hire the best lawyers, writers, and orators is likely to find that the public is capable of being critical of the sources of special propaganda. Time is all on the side of the friends of the amendment. All they need to do is to hold to their position and encourage free and full discussion of the facts. The influence of teachers and mothers is already beginning to be felt.

The New Education Bill—The prospect for a Department of Education with a Secretary in the President's Cabinet has never been so good as now. From all over the country people are writing to their representatives in Congress for copies of the New Education Bill. Local groups of teachers and parents are reading the bill in their meetings. They are voting their endorsement of it and sending the same to members of Congress. Have you done so? Congressmen are eager to know how the home folks stand on the matter.

Newspapers, films, radio—Here is a powerful trio of forces playing so heavily upon young life that parents often find themselves helpless in the face of them. In both home and school children should be taught to use newspapers, films, and radio wisely. Meanwhile thoughtful parents will throw their influence on the side of better newspapers, cleaner films, higher grade radio programs. What would happen if every parent-teacher association in America should: (1) Boycott newspapers that feature crime on the front page; (2) Quietly refuse to attend objectionable picture shows; (3) Systematically commend broadcasting stations for worthwhile programs. When decency and beauty are made more profitable than vice and ugliness their triumph is assured.

Shall we pay our teachers more?—Yes. Emphatically, yes, if we believe that mind and spirit are more important than material things. Shall we pay those who feed, clothe, shelter, and entertain us more than we pay those who develop our minds and purify our souls? Teachers should be the finest people

in the community. Constant training, healthful living free from unnecessary financial cares, and travel, all add to their value as teachers. If the community exalts the teacher the child exalts him. The teacher's spirit and outlook mean everything to the child. Teachers cannot be at their best on a hand to mouth existence. Let us pay higher salaries and insist on better teachers. Let us reward attendance at summer school, special study, travel, and added experience and growth with suitable salary increases. It helps to build up the schools.

Shall we keep the teacher?—The question should be unnecessary, but it is not. Hundreds of thousands of schools still elect their teachers from year to year. This makes teaching a tramp job. It robs communities of the new life that could be brought to them if every teacher felt himself a permanent part of the community. Few of us would patronize a doctor if we expected him to move away at the end of the year. We would not patronize a bank that expected to quit business on short notice. We prefer merchants that have been in the community long enough to be a part of it. Teaching can never rise to its fullest service until teachers are made a permanent part of the community. Thoroughly trained teachers who have proved their success in the schoolroom should hold their positions during good service and behavior. Parents can help by insisting that school boards which follow the practice of annual elections choose their teachers early in the new year. A beginning toward tenure can be made by electing stronger teachers for periods of two or three years.

Any Teacher to Any Parent

BY ETHEL E. HOLMES

STUDENT COUNSELOR, SKINNER JUNIOR HIGH SCHOOL, DENVER, COLORADO

I thank you for lending me your little child today. All the years of love and care and training which you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him I shall show my gratitude.

—National Education Journal.

STARTING ON THE RIGHT FOOT

BY THE NATIONAL THRIFT COMMITTEE

OUR main interest in the children who are near and dear to us is to give them a fair chance in the race of life—start them off on the right foot. That is what education really is.

But are we actually doing this job in the best possible way? There are different ideas on this subject. Here is one idea from Mr. Orrin E. Lester, former director of the Savings Division of the United States Treasury. He says: "At present, school students pass through our educational system and out into the world to work practically without instruction or direction in how to start life on a sound economic basis or what the primary principles of financial success are. To give the young people of this country an intelligent understanding of how to manage their personal affairs in an orderly way is a responsibility that our educational system cannot evade. If the economic civilization of this nation is to be preserved, our economic teaching should be done in the school houses of the nation and not on the soap boxes."

There is no subject, either economic or social, that transcends in importance the question of how the personal income of people shall be used, and teaching our children how to manage their personal affairs is, from the standpoint of public welfare, at least equal to any subject that we now have in our course of study. This is the opinion of an experienced student of economics. He goes on to say: "It is the proper function and duty of education to give young people an appreciation of how to start their lives on a sound economic basis—show them what the primary principles of success are."

The National Thrift Movement grew out of the conviction of recognized leaders that the American people ought to be given some practical help in their efforts to master money matters. Its program has swept across the nation with amazing results. Some forty national organizations are co-operating in the good work.

Because of National Thrift Week, the whole country is alive to thought on thrift throughout the month of January. More and more each year this interest is being made to extend through January into all of the other months.

The leaders of this movement realize that if this work is to perpetuate it must be placed on the most solid of foundations, and consequently the educators of our land are looked to as one of the essential keystones. The old axiom that it is hard to teach old dogs new tricks is a true one. It is hard to teach thrift to the present generation, but children can be taught very easily. If they are so taught, the generation to come will show a distinct advance.

It is easy to teach thrift to children through the use of the principles evolved by the National Thrift Committee. They are so simple. The ideal upon which this endeavor is founded is set forth in the National Thrift Week slogan, "For Success and Happiness." Then there are ten points of progress through which this success and happiness may be obtained. They are as follows:

1. Work and earn.
2. Make a budget.
3. Record expenditures.
4. Have a bank account.
5. Carry life insurance.
6. Own your home.
7. Make a will.
8. Invest in safe securities.
9. Pay bills promptly.
10. Share with others.

Another point to remember is that each day of National Thrift Week is one with a specific purpose. This fact is a great help because each day is productive of a new thrift idea. The days of the week are designated in the 1926 Official Schedule for National Thrift Week.

Naturally, those concerned with child welfare are interested in actual demonstrations that have been made which may suggest how co-operation can be effective. Out-

standing communities in this respect include Madison, N. J., New Haven, Conn., and Flint, Mich. In this connection, an extract from the report of the New Haven Thrift Committee proves the point. It follows:

"1. The largest and most lasting work of Thrift Week has been accomplished in the public schools, and that field is likely always to prove the most profitable.

"2. This year's campaign in the schools was conducted with remarkable energy, ability and devotion on the part of the special committee and with such co-operation from officers, principals and teachers as to

confirm and increase respect for and confidence in those men and women who are carrying on the education of the children and the youth of New Haven.

"3. Next to the effect upon the scholars themselves, perhaps the greatest and best influence of the Thrift Week work was through the influence of the school work upon the families of the scholars."

Thrift work is an endeavor in which anyone may be proud to have a part. It is one more most interesting way by which practical knowledge may be added to and made a part of academic training.

January 17th, Sunday	National Share With Others Day
January 18th, Monday	National Thrift Day
January 19th, Tuesday	National Budget on Home Economy Day
January 20th, Wednesday	National Life Insurance Day
January 21st, Thursday	National Own Your Home Day
January 22nd, Friday	National Safe Investment Day
January 23rd, Saturday	National Pay Bills Promptly Day

How Parent Teacher Associations Can Help Thrift

NATIONAL THRIFT WEEK, January 17-23, is almost here. This annual observance is of great interest to Parents and Teachers because it affords a splendid opportunity to bring the principles of thrift before the boys and girls of our schools.

Your local branch of the National Congress of Parents and Teachers can be of great assistance in the forwarding of this nation-wide campaign giving National Thrift Week some constructive thought and attention as soon before the observance as possible.

The best way to accomplish this is to hold a Special Community Mass Meeting of your branch. This meeting should be held as early in January as possible. It should be devoted to a discussion on the various ways of bringing National Thrift Week and its gospel of success and happiness to the attention of both parents, teachers and school children.

The following is a suggested program for a Community Mass Meeting:

- I. Singing of "America the Beautiful."
- II. Address by an officer of your Association on the function and objectives of the Parent-Teacher Association.
- III. Display or a review of previous thrift work done by the schools.
- IV. Several three-minute talks by representatives of institutions helping community thrift such as:

A Banker	A Printer on "Benjamin Franklin"
A Clergyman or Priest on "Spiritual Values of Thrift"	A Woman on "Thrift in the Home"
- V. Principal address of the evening by a prominent citizen. Some of the following subjects may be suggestive:

Early American Thrift and National Growth.	Higher Thrift and Its Meaning.
Place of Thrift in General Education.	Thrift for Success and Happiness.
	(Save to travel, vacation, etc.)

NOTE: If your high school enters the contest for the best paper on "The Many Sided Franklin," the prize-winning paper might be read by its author in place of one of the above numbers.



Department of the National Child Welfare Association



Concerning Dolls

BY MARY S. HAVILAND

Research Secretary, National Child Welfare Association

IT was the week after Christmas and my old college chum, Jane Fisher, and I were paying a long-planned visit to the Metropolitan Museum. Now, on a divan in the Egyptian room, we had paused to rest.

"Well," said Jane, with a sigh, "I must say that I'm glad Christmas is over. It's so frightfully difficult to know what to give to children nowadays. They seem to have everything. I went almost crazy trying to think of something for Barbara. She's my sister Louise's youngest, you know,—just ten. I gave Betty, the fourteen-year-old, the cutest little vanity case,—no rouge, of course, just the powder,—but Bab isn't old enough for that, yet."

"I should think she would have liked a doll. They had the cunningest, most life-like babies you ever saw at Schultz's," I suggested.

"Yes, I saw them," she nodded. "They were so adorable that I almost bought one for myself. But Bab doesn't care for dolls. I don't know why it is, but none of Louise's children seem to like dolls. Betty is just the same and so was Stella."

"By the way, how is Stella getting on?" I asked. "Did she marry that young architect?"

"Oh yes. They were married two years ago and have the dearest little apartment on Gramercy Park."

"Any babies?"

"Oh no. You see, although Jack is a dear boy, he isn't wealthy, I don't suppose young architects ever are, and of course Stella had always been used to having pretty things. She was getting a fair salary at

Benton's before her marriage and it seemed silly to give it up so she is going right on with her work. Jack's earnings run the house and she has all of hers for clothes, just as she did when she lived at home."

"So the babies are postponed until Jack can make enough to give her what her father used to?" I asked.

Jane's smooth, white forehead took on a slightly troubled pucker.

"Yes, I suppose so," she said. "And I'm a little bit worried about it, for Stella is such a dear girl. She was always my favorite niece. And Jack is so talented, and so devoted to Stella. He'd like to have her stop working. He's crazy about children and would make such a good father. It seems a pity, doesn't it?"

"But couldn't they manage on Jack's salary?"

"Oh, I suppose they could *manage*, but Stella declares she couldn't be happy. Of course, they are both so young, Jack twenty-three and she only twenty. It's natural that they should want to run about and have a gay time without being tied down."

"Isn't Stella fond of children?"

"Why, now that I come to think of it, I don't believe she is. You see, until she was six years old, when Betty came, she was the only child. I'll never forget how jealous she was of the new baby. We had always called her 'Baby,' you know, and, being the first grandchild, she had been rather spoiled. So the poor little mite felt, as her nurse told her, that 'her nose was out of joint.' No, she never seemed to enjoy her baby sister at all. Then, when Bab was born, Stella

had grown into a real little tomboy. She was always playing outdoors and hated to be bothered with taking care of the baby, so I really don't think she ever knew or cared much about little children."

"I suppose she didn't have one of those new courses on baby-care when she went to college, did she?"

"No, her college believed in letting the girls elect practically all of their own courses, and as Stella is a shark at mathematics, of course she spent almost all her time on calculus. But she fell in love with Jack during her Sophomore year and got married instead of finishing college."

"Was Louise pleased with the marriage?"

"Yes, she always liked Jack, he's such an affectionate boy. His father died when he was small, and he has always taken such care of his mother and protected her so. Of course she had enough money, but in other ways Jack took his father's place and shouldered all sorts of responsibilities. He's a dear boy. I do hope they will have some babies for his sake. He'd make an ideal father. Why, I can remember visiting at their house when he was a mere baby himself, not more than five years old, and he was going around the house hugging an old rag doll. His mother said he dressed and fed and tended that doll as if it had been a baby, and never went to bed without kissing it good-night and tucking it in its crib. He was—Oh dear me, can that clock be right? So sorry, dear, but I must rush over to Louise's house now. Betty is fourteen years old today and her mother is giving her a bridge party. So glad to have had this little visit with you."

And away she fluttered, her footsteps slowly dying down the marble corridors.

Left alone, my gaze wandered idly over the glass cases. There were tear-jars from Babylonia, and near them the mummies of those whose eyes, closed in eternal sleep, would weep no more. There were toilet articles, a tarnished metal mirror in which some Egyptian beauty had once, like Stella,

seen her charming image; a vanity case which might have been Betty's Christmas gift, save that the breath of twenty centuries had dimmed its lustre. And in the last case, was the most curious collection of all, a series of dolls. Poor, primitive, sorry-looking things they were, molded from clay, smoothed by the hand of time, perhaps, too, worn smooth by the lips of their little, long-gone mothers.

As I gazed into the case, a mist seemed to gather before my eyes. I seemed to see a long procession of mimic figures, the dolls of all the world. At the head came the "adorable baby" from Schultz's, then a flaxen-haired bisque creature. Behind them I recognized, with a cry of affection, my own waxen "Daisy," who shared my bed and heart throughout my childhood. Still farther on were the staring blue eyes, the painted-on brown curls, the old-fashioned plaid dress and pantalets of the doll that used to live at Grandma's house and with whom my sister and I were, very carefully, permitted to play. And behind her came dolls of every country and age, French dolls, English dolls, German dolls, dolls from Iceland and Africa, from China and Australia, magnificently dressed dolls and dolls without a scrap to cover their nakedness, walking-and-talking dolls and dolls made of a rolled-up old towel. On they came, sweeping past me, with the Egyptian doll bringing up the rear. And as they passed, I heard the Egyptian say,

"Look at us. You think we are toys, mere playthings for children during a few brief years. Look deeper. We are the tools by which are molded the mothers of the human race. Yes, and the fathers, too. Through the love of a doll, your child shall learn to love her children. Through caring for a doll, she shall learn to care for her children. Through protecting a doll she shall learn to protect her children. Lo, the gates of motherhood and fatherhood may be first opened in a human soul by the hand of a doll!"



Play and Recreation



Department of the Playground and Recreation Association of America

CONDUCTED BY J. W. FAUST AND MABEL TRAVIS WOOD

The Indoor Playroom

January, with its early and long winter evenings is here; happy evenings of play and home cheer for children and grown-ups.

The play needs of children in the home are an incessant challenge to parents—a challenge to patience, intelligence and ingenuity.

In January much of the child's play is in the home. We therefore thought that it would not be amiss to give the following suggestions on the "Indoor Playroom."—J. W. F.

PLAYROOM AN ESSENTIAL

EVERY home in which there are young children should have a room or at least a corner of a room which belongs exclusively to them, where they may play undisturbed. This will not only eliminate disorder and confusion in the house and worry for the mother, but it will teach the child, by developing his sense of ownership, to respect the rights of others. An appropriate and convenient place for playing and proper toys should be provided if the child is to receive the complete development which play affords. If it is possible, an entire room should be reserved for a nursery, and in homes where there are several children this is almost a necessity even at the sacrifice of the guest room. Some play advocates go so far as to claim that a nursery is more indispensable than the family living room.

AN ATTIC PLAYROOM

Sometimes an attic will make a fine playroom if it is sunny, well ventilated and well heated. An attic with dormer windows was made into a very successful playroom

at very little expense in a home where there were three children. An individual playhouse was made for each child by building a partition about six feet high in front of each window. In this partition was a four-foot door and two tiny windows. The door had a lock and key and the windows were equipped with roller shades. Inside the little six- or seven-foot square thus formed was a tiny cupboard, two shelves and a bench. The rest of the equipment was left to the individuality of the child.

BASEMENT PLAYROOM

If there is a room in the basement which is finished off and light, it will make an excellent playroom, especially for older children. Here apparatus such as swings and traveling rings may be put up with safety, and running and jumping games can be played with less disturbance to the rest of the household than in an upstairs room. The separate entrance through which such a playroom may generally be entered, is also of advantage, especially as this will probably be a gathering place for the neighborhood. A basement playroom is a good place

for presenting amateur dramatics, and should be equipped with a raised platform which may be used as a stage.

PLAY CORNER

Many families not having space for a nursery or for an attic playroom, reserve a corner of the child's sleeping room or the family living room for a play space. This play corner should be the sunniest one possible, preferably with a window, under which a low and broad windowseat may be built. A low shirtwaist box could be used in place of a window seat, and one with sliding trays where tin soldiers and paper dolls can be safely put, will add greatly to its value. The box itself may be painted and decorated with simple, stenciled figures of animals or flowers, or may be covered with picture linens or cretonnes. An effort should be made to mark off this child's province in some definite way. One mother has done it effectively by putting a strip of denim the color of the wall paper above the baseboard in a corner of this sort. This not only protects the paper, but provides a background to which the child could pin pictures. A rug might also serve as a definite border to this play space.

"PETER PAN" PLAYHOUSE

The problem of providing a place for a child to play in a small city apartment was solved in one family by building a "Peter Pan House." A screen was built about five feet high, not too heavy to be carried around, but still strong and firm with three broad wings. In the middle section a door strongly hinged and with lock and key was cut. Windows cut in the side wings were provided with roller shades and curtains. The outside of the screen was covered with brown paper, a green paper lattice with a rose vine climbing over it was pasted over the door and boxes of flowers were pasted in the windows. The interior decorations were left largely to the child who received assistance, on request, in papering and in securing furniture. This screen could be put in any corner of the house and was a never-ending source of joy to the child and to the mother.

FURNISHING A PLAYROOM

The play space should be light, sunny and well ventilated. The furnishings need not be expensive, but should be planned with the idea of the child's comfort and use rather than with the idea of appearing attractive from a grown-up's point of view. The decorations should be selected with care, for environment has a subconscious effect upon children. It is better not to have too vivid a color scheme, for many children have a decided though unconscious dislike for some particular color. White is a bad color for a nursery, for it reflects the light and may irritate the eyes. This quality is overcome in an ivory tint which is excellent for a room which does not have an abundance of direct sunlight. A good gray or soft tan is without equal for a sunny room, for the color will not reflect the light, is neutral, forms a good background for pictures and blends with most colors which may be chosen for cretonne hangings and cushions. Enamel or glossy paint makes a good finish for the walls, as it can withstand frequent washings. If wall paper is preferred, some lovely designs made for children can be found either in all-over patterns or in cut-outs to be pasted on a plain background. It should be remembered that patterns or pictures, painted for the child's instruction or amusement, should be put around the room on a level with the child's eyes.

The floor may be covered with linoleum. Inexpensive rag rugs in dark colors with picture borders, or cork, hemp or grass rugs would perhaps be more attractive, would deaden the sound a little, would provide warmth and could be taken up easily and thoroughly cleaned.

The windows of the playroom should be low enough for a child to see out, and broad window seats are a great addition. If there is any danger of a child's falling out, bars or a strong wire support across the lower part will prevent an accident.

It is not wise to put very much expense in the furniture for the playroom, but on the other hand, the playroom should not be a storeroom for old furniture too dilapidated for use elsewhere. Such furniture,

besides being unattractive, is not adapted for children's use. The principal qualifications for furniture in a nursery are strength, correct height, and durability. A platform or very wide seat which is built on two sides of the room a few inches from the floor is very useful for children to sit on. It may be covered with a cushion. Several loose pillows will be useful, and will add to its attractiveness. Here small children can sit, creep and play, away from the draught on the floor, and older children will prefer it to a chair.

A table similar to those used in kindergartens is an important piece of furniture. This can be bought at any kindergarten supply store or any strongly built table with the legs cut off to the proper height for the child will answer the purpose just as well. Chairs are an important consideration. They should be low enough for the feet to rest upon the floor, and they should not have spindles in the back, for they press the spine and are bad for children's nerves. A crosspiece on the back just at the right height for the shoulders is best. Box furniture which can be made by older children is very attractive and useful.

CUPBOARDS

As the playroom is probably the hardest room in the house to keep in order, plenty of space should be provided for storing away toys and other treasures. Window seats which open at the side with sliding or hinged doors are more convenient than those which open at the top, for the contents are accessible without disarranging the doll's house, parade grounds or whatever may be occupying the top at that particular time. A low cupboard with several shelves is very practical. In a family of several children, each child might have his own cupbopard open to official inspection on certain stated occasions. Book shelves add to the attractiveness of the room, and promote pride and interest in accumulating a library.

WINDOW BOXES AND AQUARIUMS

Window boxes add to the attractiveness of the room, and if flowers are planted and

cared for by the children they will be a source of education as well as of great delight to them. A canary or a bowl with gold fish or a more pretentious aquarium is also a great addition to a playroom. Collections brought from streams and ponds can be placed here. Minnows make interesting pets, and tadpoles turning into frogs are fascinating. A box-shaped aquarium made entirely of glass is the best kind for the house, for it cannot leak and gives a good view of the contents (spherical fish bowls distort objects).

INDOOR SAND BOX

A sand pile can furnish interesting and valuable play for children of all ages. A practical sand box for indoor use may be made from a good-sized, strong wooden packing box cut down to the proper height. Plane and sandpaper the outside until it is very smooth, and then paint it in a harmonizing color. All the inside or just the corners may be lined with zinc, although two coats of white paint will make it sufficiently watertight. Castors may be inserted at the corners, making it possible to move the box to any part of the room desired. A large square of denim under the box will keep the sand from the floor. Sometimes bran is substituted for sand, or pine needles saved from Christmas trees.

TOYS

The problem of supplying toys is very much simpler than is generally supposed. *Children need very few toys.* The baby needs a rattle, and later a ball, but many children are given far too many toys. A small number of simple substantial toys suitable to the age of the child is all that is required. Many playthings that are on sale in American toy shops are merely diversions, and do for a child what he should do for himself. "You touch the button and I do the rest" is the tendency of a mechanical toy. The novelty of this sort of a toy may amuse a child for a short time, but he will very soon tire of it and throw it aside, or perhaps take it apart to see how he can improve upon it. A real toy stimulates imagination, industry and invention. It is

not what the toy itself is that makes it valuable to the child, but the degree to which it lends itself to various rôles. Dolls, balls, blocks, doll houses, soldiers, Noah's arks, carts and horse reins retain their popularity from generation to generation because they are suggestive and adaptable to a variety of impersonations.

An indispensable part of the playroom is the rainy day cupboard or box. This supplies new interests and variety on just the days when prospects for a good time seem quite hopeless. A farseeing mother will quietly put all the little odds and ends which would otherwise be thrown away into a box for safekeeping and produce them when the question, "What shall we play now?" comes. Such a collection will contain spools, strings, buttons, old magazines, postcards, catalogues, candy boxes, milk bottle tops, tissue paper, collar buttons, bottles, bits of smooth board, corks, tooth-picks, bright colored cloth and tin foil. Some paste, a pair of blunt scissors, a large pin or needle, some heavy thread and some worsted complete the essentials from which any number of fascinating toys may be made. Spools make both wheels and passengers for box wagons. A carriage for lighter use may have milk-bottle top wheels, using collar buttons for axles. Postcards cut into many shaped pieces make excellent puzzles. Picture books may be made from brown wrapping paper, and pictures cut from magazines, and often just the pictures to illustrate a favorite story may be found. Magazine and seed catalog pictures can be used also as models for outlining with worsted by placing the picture of an object on a card and pricking the outline with a large pin, then sewing in and out the holes thus made in the card, with colored worsted. A combination of corks, tooth-picks and very little ingenuity, will result in very attractive tables, chairs, cradles, and even dolls for the doll's house.

PLAY MATERIALS SUITABLE FOR CHILDREN FROM TWO AND ONE-HALF TO SEVEN YEARS

1. Balls.

Small worsted balls with string attached, in all the primary colors.

Large rubber balls, to bounce and catch. Smallest basket ball for throwing and catching.

"No. 1/2" football for kicking. (Out of doors.)

2. Wooden spheres, cubes or cylinders to be used in experimentation.

3. Dolls.

Unbreakable celluloid dolls.

Rag dolls made by children out of white paper cambric. A set of dolls' dresses and capes in the primary colors to be used in stimulating color perception along with the colored balls.

Paper dolls, featuring interesting characters, to be used with the blocks in staging plays.

4. Blocks.

Nests of blocks for babies to handle and pile up into towers.

Large wooden blocks home made of hard wood in several sizes.

Cubes, 4 x 4.

Oblongs, 2 x 4 x 8.

Triangular prisms made by cutting cube diagonally into two and four parts.

Pillars made by cutting oblongs into two pieces.

5. A box of miscellaneous articles stimulating handling.

(Small rubber balls, large and small spools, spoons, bean bags, boxes, stones, pebbles, buttons, rattles, bells, whistles, celluloid animals, aluminum dishes.)

6. Pulling toys (two-wheeled carts, fire engines, trains, animals on wheels).

7. A set of wooden farm animals.

8. Doll beds, carriages, tables, stoves, wash tubs, brooms, and dishes to be used in playing house.

9. Simple block and cardboard puzzles representing animals or simple scenes.

10. Folding paper, cardboard, boxes, milk-bottle tops, fasteners, to be used in constructing toys.

PLAYTHINGS FOR CHILDREN FROM SEVEN TO NINE YEARS

1. Dolls.

Unbreakable celluloid dolls with complete set of clothes.

Wooden dolls.

Paper dolls with dresses.

Dolls made with any nature materials, as potatoes and peanuts.

Doll house and wooden or cardboard furniture made by children.

2. Blocks.

Cubes and oblongs, same as for younger children.

Architectural blocks for designing flat houses.

Stone blocks for constructive work.

3. Pebbles, tiles, sticks, seeds and shells for designing.

5. Jacks and balls.

6. Ropes for jumping.

7. Balls.

Same as preceding period with soccer and playground balls added for outdoor use.

8. Games.

Jack straws, dominoes, crokinole, checkers, tiddledy-winks, baseball game, table croquet.

9. A bench and tools for carpenter work. With this should go odd pieces of boards, spools, nails, glue, to be utilized in constructing doll furniture, boats, kites and toys of various kinds.

10. Puzzles.

Map of the United States, historical paintings and all kinds of puzzles made by the children.

BIBLIOGRAPHY

The list of books given below will be helpful in supplying information for equipping a playroom and in planning interesting and worthwhile occupations for children:

"Play in Education." Joseph Lee. The Macmillan Co., 64 Fifth Avenue, New York. Price, \$1.80.

Philosophy of play.

"Play Life in the First Eight Years." Luella A. Palmer. Ginn & Co. Price, \$1.48.

Collection of songs, games, stories, nature materials and manual arts, arranged with reference to the development of the child. Shows how the child may "play-educate" his body, his mental life, his means of expression and his ideals, and also discusses the influence upon the child's life of his

different surroundings—home, nature, playground, institutions.

"Manual of Play." William Byron Forbush. George W. Jacobs & Co. Price, \$1.50.

Practical suggestions for fitting up home playground. Gives schedule of the plays which seem to be most interesting at different ages. It tells parents how to play with their children; it shows parents how to help their children play by themselves.

"Box Furniture." Louise Brigham. The Century Co. Price, \$2.00.

How to make a hundred useful articles for the home.

"When Mother Lets Us" Series. Moffat, Yard & Co. Price, \$1.25.

Seventeen volumes, each by an expert in his own field. "When Mother Lets Us"—Play, sew, act, cutout pictures, make toys, garden, etc.

"Handcraft." Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Price, \$1.25.

More than forty full-sized patterns and directions for making toys, favors and many useful articles.

"How to Equip a Play Room." Alice M. Corbin. Playground and Recreation Association of America. Price, 10 cents.

"Play for Home." Joseph Lee. Playground and Recreation Association of America. Price, 10 cents.

"What Shall We Do Now?" Dorothy Canfield. F. Stokes Co., 443 Fourth Avenue, New York City. Price, \$1.50.

"Home Play." Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Price, 40 cents.

This handbook contains suggestions for games and activities for home use, and gives directions for making backyard playground equipment.

"Home Play." Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Price, 10 cents.

Supplementary booklet to the above.

"Spontaneous and Supervised Play in Childhood." Alice Corbin Sies. The Macmillan Co., 64 Fifth Avenue, New York City. Price, \$2.00.

HOME DRAMATICS

BY MABEL FOOTE HOBBS

THE father and the mother constitute the natural audience for the impromptu plays of the children. Drama brings imagination and the spirit of the play into the home. It encourages originality and artistic ability and brings parents and their children into closer understanding. Story-telling has long been one of the popular pastimes at home and home drama carries story-telling a step farther.

The other day a friend brought to me several pictures of his children in costume and told with evident pride how interested he had been in a little entertainment the children had given the week before. He and his wife had been asked to come to the nursery on a certain date to attend a dramatic entertainment. The child who arranged it was nine years old and her little sister four. The entertainment consisted of a series of Indian dances, undoubtedly inspired by a lecture which the elder child had attended a few weeks before at the museum. At the lecture a real Indian Princess had told folk tales and performed the dances of her people. In carrying out the idea, the young director had made costumes which were patterned as closely as possible after the garments of the real princess. She had dressed her doll as a papoose and strapped it to her back. The touching note of it all was the great earnestness of the children especially the little one, who never took her eyes from her sister as she enacted her part of the program.

The most successful play of the season could not have afforded that father and mother the pleasure they had derived from this little dramatic offering of their children. How easy it will now be for these parents to secure from the little players an invitation to be included in the cast of their next performance. Before long that children's play room may be the home of a real dramatic club.

Grown-ups must however guard against a pitfall which may easily spoil the whole undertaking. The development of family dramatics should rest entirely in the hands of the children. The choice of the plays, the casting, even the direction, should be under their leadership, grown-ups offering no suggestions unless they are earnestly urged to do so. To play their parts successfully, mother and father must cast aside the years which separate them from their children and become a few days younger than the youngest member of the group. It will be a privilege from them to see, if only for a little while, the fundamentals of life through a child's simple and direct vision. If the family dramatics by any ill fate should fall into the hands of the grown-ups, the spontaneity and creative possibilities of childhood will be lost. The parents will not be children seeing the characters as children see them, but grown-ups teaching some sort of a lesson, and they will lose that wonderful moment of comradeship which comes only when they meet on a ground where all are equal.

There has recently appeared on the market one of the finest school plays for girls ever written. I asked the author how she managed to make her characters so very true—they chatter away as naturally as any group of girls might do in a school room. The author replied, "I suppose it was due to long practice. As soon as my children started to walk and talk I began writing plays for them and their little friends and continued until they all went off to college." You can imagine what a joy it has been for this mother to be able to fill so successfully her part in the home dramatics.

Home dramatics is not a new idea, as many families have been enjoying for years this delightful form of home recreation with their children. It is however not for these that the following list of plays has been selected but for those families with

whom home dramatics is an experiment. The younger the children the more readily and spontaneously they enter into play-acting and if dramatics is started in the home with children from four to ten years of age, it will be a simple matter to encourage formal drama when the adolescent age is reached.

Plays especially adapted to the development of home dramatics:

When Mother Lets Us Act, by Stella G. Perry. A book full of ideas for planning, costuming and acting simple home dramas. For children from 4 to 8 years of age. Dodd, Mead & Co., 5th Ave. and 30th St., New York. Price \$1.00.

Book of Plays for Little Actors, by Emma L. Johnson and Madalene D. Barnum. Eighteen splendidly dramatized little plays from ten to twenty minutes in length. The collection includes *Sleeping Beauty*, *Tom*, *the Piper's Son*, *Abraham Lincoln* and *the Little Bird*, *The Spider* and *the Fly* and others. Ages 4 to 8. American Book Company, 100 Washington Square, E., New York. Price, 52 cents.

Fairy Plays for Children, by Mabel F. Goodlander. Nine familiar fairy tales have been put in dramatic form for children,

each play from one to three acts. Such plays as *Mistress Mary Gives a Garden Party*, *The House in the Woods*, *Snow White* and *the Red Rose*, *Sleeping Beauty* and others. The book also contains illustrations of scenes and costumes and music and directions for the dances. Ages 6 to 10. Rand, McNally & Co., 270 Madison Ave., New York. Price, 80 cents.

Little American History Plays for Little Americans, by Eleanore Hubbard. A delightful collection of short plays admirably adapted to a living-room performance. Directions for staging given with each play. *The Discovery of America*, *The First Thanksgiving Day*, *Paul Revere's Ride*, *Daniel Boone's Snuff Box*, and 23 other patriotic plays included in the book. Ages 8 to 13. Benjamin H. Sanborn & Co., 15 West 38th Street, New York. Price, 76 cents.

Bible stories of the Old and New Testament and all fairy tales are readily adaptable for simple dramatizations by the children.

(If desired, the above mentioned books may be ordered from the Drama Bookshop, 29 West 47th Street, New York. Add 10 cents postage per book.)

Playgrounds and the Polls

ELECTION DAY, 1925, brought to several thousand children the opportunity for safe and healthful recreation under leadership the year round. The voters of two Eastern cities, Oneida, N. Y., and Perth Amboy, N. J., took advantage of state laws permitting them to levy a small tax for the support of a system of directed playgrounds and recreation.

Twenty states now have laws permitting a referendum on the question of public recreation, Georgia, Illinois, Indiana, Iowa, New Jersey, New York, North Carolina,

Ohio, Virginia, Vermont, West Virginia, Connecticut, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, Pennsylvania, Rhode Island and Utah. Of these the first eleven make it possible for a small percentage of the voters to initiate a vote on the question by petitioning the city to this effect.

Has your city a yearly municipal budget for recreation purposes? If not, and you live in one of the States mentioned above, why not start to promote a vote on the recreation proposition at the next election?



THE VISITING LADY REMEMBERS

BY BESS M. ROWE

Field Editor, "The Farmer's Wife"

Last month the Visiting Lady described Hot School-Lunch at District Number Three.

She tells here of her Cold-Lunch-At-School-Days and the harm they did

THE Visiting Lady drove away from the little schoolhouse in District Number 3 one cold January noon.

In the December CHILD WELFARE you read how she ate hot mulligan and then drove on her way feeling, as one small boy had said, that the hot soup had warmed her up "clear down to her toes."

You see, the Visiting Lady had lived on a farm in northern Iowa. There were five children, Big Brother who was a scant two years older than she, the Twins (herself and Mary who had "gone on" when they were ten years old), Little Brother and the Baby, who were, respectively, three and four and one-half years younger than herself and now in the Agricultural College at Ames.

As she drove from District Number 3 to her next point, her thoughts traveled to the little country school with its worn desks, the blackboard made of painted boards with wide cracks between them, the picture of George Washington with the crack in the glass over one eyebrow giving a rakish look to his otherwise dignified countenance and with a permanent flyspeck on the tip of his nose. She saw herself on winter mornings shivering by the old box stove, and the row of dinner pails on the shelf at the back. And very keenly she still could "get" the odor that comes from even the most carefully washed pail when food is shut up in it day after day for weeks at a time. No wonder the thought of a lunch out of a box made her fairly ill even now!

Then there came the picture of the mornings at home and, for the first time, she fully realized what those mornings had meant, to get them all to school on time. How had Mother ever done it! Always there were the thousand-and-one morning tasks all needing to be done at once. Breakfast for a hungry family; milk to be taken

care of, milk dishes and the separator to be washed, bread rising high over the pan, the babies just getting up, waiting to be dressed and hungry for a bit of "cuddling," dishes to be washed, chickens to be fed and, on top of it all, the children to get ready and started for school and the lunches to be packed. The Visiting Lady knew better than ever before how wonderful Mother had been and what a skillful manager to get it all done and send them off with the smile that made home, home.

And then she thought of herself and Brother and Mary trudging the mile and a half to school, and of Tom, who used to join them at the corner.

Recess! She could still feel the empty ache that came that last fifteen minutes before morning recess and the joy with which she rushed to her dinner pail, snatched the first thing on top, "gobbled" it and rushed out to pom-pom-pull-away.

Then came the all-too-short noon hour, the only time when the children could be together long enough really to get the game well under way. With a sandwich in one hand and a piece of cake or a cookie in the other, she had rushed out to help "hold the gool" in prisoners' base. The cake took the edge off her appetite, the game took all her time, so the more substantial food which she needed for real nourishment and strength was left in the bottom of the pail to be carried back or eaten on the way home at night. How her mother had worried because the best part of her lunch was not eaten.

And how she had enjoyed her supper—warmed up potatoes, Mother's good hot biscuits, the sauce they had watched Mother can in the summer, cake or hot ginger bread, and delicious home cured ham or bacon. With young appetites keened by the long walk and the long stretch since breakfast,

that was the best meal of the day. Sometimes, Mother had had vegetables left from the hot noonday dinner but not often, and then she herself had not liked them. She now wondered whether this lack of vegetable food was not one cause of the awful sulphur-and-molasses doses and the bitter tonics she had been given every spring that she could remember. As she remembered it she was always "sniffing!"

Well, they had been very happy and usually fairly well except for the run of children's diseases which always attacked them in the spring. How well she remembered the year they had the scarlet fever. They had all been more "run down" than usual that spring. Mary for some mysterious reason had not been able to fight it through.

What a change from those days and the "old red schoolhouse" to the school where she had just had hot mulligan—the little

entryroom fitted up as a kitchenette, the children eating at their desks "decently and in order" instead of rushing out with "a bite" in one hand, the pleasant teacher presiding over the lunch with all the dignity and charm of a gracious hostess, the alert, eager-faced children with their minds keened up by the hot food, the thought that they also were having a hot dinner at the same time the folks at home were eating theirs (what a comfort this would have been to her own Mother worrying because "the children just wouldn't eat along in the winter"), the bright-eyed lad who had told her that they were "warmed up clear to their toes and just wanted to go out to play" even on the coldest days.

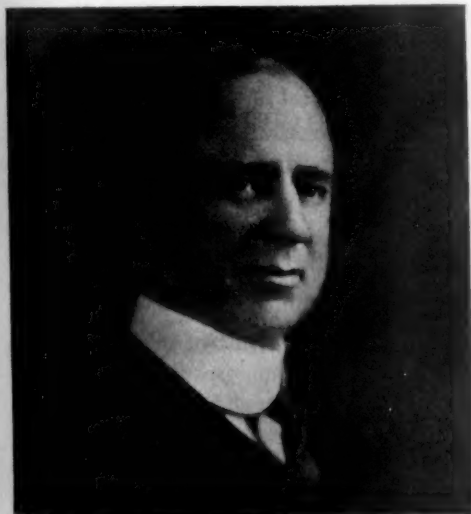
"Verily," said the Visiting Lady, as she prepared to make her next stop, "we have seen the dawn of a new day for country schools and for training country boys and girls for citizenship."



Some Suggestions for Parents Who Desire to Co-operate with Teachers in the Regular School Work

BY L. R. ALDERMAN

Specialist in Adult Education, U. S. Bureau of Education



Dr. L. R. Alderman

THESE are those who think that parents have all they can do if they send their children to school in good health and comfortably dressed. Others think that the home should also do what it can to establish right habits of industry, in addition to doing what it can to establish right attitudes in the mind of the child toward school and society.

There are many parents who, after doing all they can in all the ways mentioned above, find time to help in the regular school work and are anxious that their efforts should really help and not hinder. It is for these that this short article is written.

In the first place it should be noted that children reflect the interest of their parents. If parents are interested in school subjects, the children are more apt to be

interested. Parents can best show their interest in school subjects by working with the children in the subjects which they are studying at school. The parent should always have in mind, in working with the child in any subject, that his object is to strengthen the child's understanding, and that he is not to do the work for the child.

Let us first take the subject of arithmetic. The parent should drill the child in the multiplication tables and in addition combinations. Children need much drill in fractions, and an outstanding fact is that children like to do what they can do well. If the child has problems that are written out in words, the parent can be of great help by seeing to it that the child gets the habit of carefully reading his problems before he tries to work them. Many children fail in arithmetic because they do not read their problems carefully. They guess at what the problem gives and what it calls for. After the child knows what is required, then a very fine exercise is to estimate without the use of a pencil, about what the answer is. This process is called "estimating," and it can be made a very valuable exercise. A next step is to have the pupil state his problem in mathematical form—for example, $6 \times 4 + 2 = ?$ The next step is to work the problem and prove it.

It is well for a parent to have some standard textbook in arithmetic other than the one the pupil uses in school, and to get from this problems that are similar to the ones in the lesson of the pupil. In this way the pupil can be given power in arithmetic that will make him like mathematics. Children, like adults, thrive upon success and wilt by defeat. There are many problems that come up in the household budget that the pupil should be asked to solve.

The good teacher, before he can secure progress with most pupils, finds it necessary to go back in the subject in what he calls a review, until he finds what the pupil can do well, and builds up a success complex so that the pupil can do his best in the work assigned. Wise parents can establish success complexes in each of the subjects taught in school.



In the subject of geography the parent

can give the greatest assistance in fixing in the mind of the pupil the map of the world. The parent should ask the child to locate the places mentioned in the daily paper. A good world map should be on the wall of every home. Children like to find places on maps. Some successful parents I know have dissected maps, and they encourage the children to put them together. Not long ago I saw a boy of six who knew each State of the Union because he had played so much with the dissected map. To have a good mental picture of the outline of the world is most valuable. Just this alone will enable one to pass many examinations, as well as being a source of pleasure. I knew a father who enlivened the conversation at dinner by asking, "Who can locate the Aleutian Islands?" "Where is Yucatan?" "I read that in American Samoa there is no illiteracy. Where is Samoa?" "Where is Smyrna?" "Point Barrow is the most northern town in North America. Where is it?" In fact, the dinner table is a fine place to study geography. Perhaps many parts of the world contribute to the dinner. Where did the coffee come from? How large is that country? How would we go there? The tea came from where? The teak napkin ring came from where? Parents can make alive the geography work of the child.

The history work can be made very interesting by just a little thought on the part of the parents.

When it comes to literature, the home is the place for it. Our greatest inheritance, I sometimes think, is our great literature. Parents can do more to give a real understanding of it and love for it than can the school. Many a man and woman would not take anything for the memory of their mother's instruction and appreciation of good books. Children are indeed fortunate who have parents who introduce them to good literature. Good reading helps in all kinds of school work, and it is in many cases the love of good literature that makes the difference between the scholar and the pupil.

Parents who do not live over again their school days, with their children, are missing more than they realize.

	<h1>Child Health</h1> <p>Department of the</p> <h2>AMERICAN CHILD HEALTH ASSOCIATION</h2> <p>Edited by KATHERINE GLOVER</p> <p>in co-operation with the professional Divisions of the Association</p>	
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A Look Ahead to May Day and the Year to Come

BY KATHERINE GLOVER

IT may seem rather forehanded, with the New Year on the horizon, to talk of May Day, but when one sees May Day, which has become a permanent event of the national calendar, merely as a focussing point for a year-round program of child health in the community, this seems of all times the logical one to look ahead to it.

This day, chosen as an occasion to call attention to the accumulating effort to make this country a healthier and happier place for children to live in, emerges with greater significance and effectiveness each year. The emphasis of May Day hitherto has been upon the check-up of health activities in communities, a measuring of the rate of progress in the march towards the goal of child health protection and promotion. With each succeeding anniversary of the day, the purpose becomes clearer, more constructive, more forward-looking, and the spotlight centers more steadily upon the normal child and those factors that make it possible for all children to approach the ideal of positive health.

That May Day program is most successful which makes clear to the community just what is being done, and what can and should be done to lift all children towards the high level of assured health. Parent-teacher groups naturally will find

their interests centering more definitely upon work which functions through the schools and the home. They will find May Day an occasion to throw upon the screen of the community the results of a year-round program which aims to bring about surer co-operation between the home and the school in protecting and encouraging the health of children. An association which is embarking upon a new program of work, might find it well to examine into the child health platform of the American Child Health Association, in order to see more clearly the aims of this effort and to gain help in achieving them.

It is not too soon to begin to muster forces to make this year's May Day celebration one that leaves a permanent impress upon the life of the community, to work towards a project which shall continue as an enduring contribution towards promoting the health rights of children; to have it present in a definite, clear way what the schools in the community are achieving in health education, what protection and preparedness are being afforded to the children under school age.

May Day need not, and should not, be an event of quick showiness, but the logical expression of steady flowing activities which will be made more clearly visible through

the observance of that annual celebration.

The American Child Health Association, recognizing the need to encourage continuous co-operation between the home and the school, to clarify the whole subject of health education, which is developing so rapidly as its importance is increasingly recognized, will co-operate with the CHILD WELFARE MAGAZINE in presenting, during 1926, a series of articles, sometimes in the form of dialogues between parents and teachers, which will treat the factors in the school health program, tell what these factors are, and what they should be.

The article which follows on page 290 is

by a second-grade teacher and is the opening article in this series. It is hoped that it will serve as a stimulus towards an all-the-year program of great effectiveness and a key to the May Day celebration.

It is challenging in its statement of the school's part in the child's health. What have the parent readers of this article to say in rebuttal, in agreement, in suggestion? What questions have you to ask? We wish to take your wishes, your questions as the basis of the succeeding articles in this series. For no health program is stronger than the approval and active participation of the parents *permit* it to be.

The Child Health Platform

The American Child Health Association Believes That—

THE health of children is of fundamental importance to the physical, mental and moral soundness of our nation and to its economic stability.

Concerted effort by public and private agencies, and especially the awakening of parents and citizens generally to their responsibility for the health of the children of their community, is a vital national need.

By such concerted effort this nation could take a leading place as a country of robust, happy, healthy children.

GENERAL OBJECTIVES

In order that our children and the nation may best be served we should have clearly before us the following general objectives:

No mother should die or be injured in child birth because of lack of knowledge on her part or of proper medical and nursing attention.

Every baby should be born under circumstances which insure a healthy and vigorous start in life, so far as possible.

Every child should have the advantage of wholesome living conditions and of health supervision which will maintain freedom from defects and facilitate a sturdy development.

All boys and girls should learn those habits and acquire those ideals and attitudes which will help most to give them strong bodies and minds, a happy outlook upon life, and the greatest opportunity for usefulness to their fellow citizens and to their country.

COMMUNITY MEASURES OF CONTROL

Any community which is to protect its children must control certain fundamental factors. It must have

A safe water supply.

An adequate supply of safe milk.

A sewerage system or else properly constructed and supervised sanitary facilities.

An effective system of legislation and enforcement for the control of communicable diseases; the elimination of nuisances and unwholesome living conditions; and complete registration of births and deaths.

EDUCATIONAL AND HEALTH PROMOTION MEASURES

In order that the individual child and his family may have the knowledge and guidance that will be most conducive to health and happiness the following measures are necessary:

FOR MOTHERS AND YOUNGER CHILDREN

The education and supervision of the expectant mother and the infant and pre-school child by private physicians, health conferences, and visiting nurse service in the homes.

Concerted effort by the practicing physicians of the community to raise the level of obstetric and pediatric practice through conferences, consultations, demonstration clinics, and other methods.

For all school children there should be a complete program of health protection, health education and development. Such a school program should provide for

Education and training of the child and development of health habits ideals and attitudes which tend to make for community health as well as individual health. The curriculum of every school should include provision for education in health taking advantage of the possibilities of correlation with various school subjects, and utilizing life situations. Any courses offered in such subjects as civics, science, home economics and physical education should be definitely planned with the idea of promoting mental and physical health.

Regular weighing and measuring of all children as a means of arousing and sustaining their interest in obeying the rules of the game of health.

Facilities whereby those children who cannot get a hot midday meal at home, may be able to purchase it at school.

Through health examination of each child by a competent physician, with one or both parents present. This examination should arouse the active co-operation of the parents, the child, and the teacher, in realizing the child's soundest physical development.

Services of nurses in the school, with follow-up in the home when necessary.

Physical activities, nutrition, healthy mental growth and every other phase of life relating to health, should be covered in such a program of health development.

TOOLS WITH WHICH TO WORK

In order to carry out such a program

it is necessary to have personnel, facilities and organization, including

PERSONNEL

A whole-time, well-trained health officer employed by the community alone or in co-operation with other communities.

Adequate nursing personnel for service in health conferences, in the home and in the school.

In addition to well-trained teachers who are familiar with the principles and practices of health teaching, specialists in such subjects as physical education and nutrition are needed.

Such medical and dental services as are necessary for the examination and supervision of school children and younger children, whether in school or in health conferences.

OTHER FACILITIES

In order that the child may have full opportunity to live and to grow under healthful surroundings, the community needs:

Sanitary school buildings, well equipped and managed from the standpoint of health; with special emphasis on facilities which will permit cool, comfortable rooms in conformity with modern principles of ventilation.

Adequate play facilities, both indoors and out, in connection with the schools and elsewhere in which the child may enjoy wholesome recreation under proper supervision.

Wholesome home and neighborhood environment, including the house in which he lives, the yard, street and all surrounding area.

ORGANIZATION

In order that these measures may be really effective, the community's efforts must be well organized. Not only must it see the child health problem as a whole, but the various forces must join in planning and carrying out a complete health program.

This means definite organization of social and civic agencies through a committee

which shall co-ordinate child health work preferably as part of any existing health or social agency federation.

Another vital essential is the organization of district committees, such as Parent-Teacher Associations and other neighborhood committees, to act as the educational and promoting machinery through which the citizens may express themselves in support of public measures and public officials,

and may assume their own individual responsibility for the health of their children and those of their neighborhoods.

If neighborhood committees do not develop spontaneously any central committee can co-operate in their organization. It is essential that district committees should work in closest harmony with any central group which co-ordinates activities for the community as a whole.

Why Health Education in the School Program?

BY THERESA HAAGA

RECENTLY I was talking about health to a high school teacher. She said "It is not the school's business. It is the parents' duty." A grade teacher said: "Health should be taught at home, but since it is not, the school must take it over as it has taken many other duties which parents neglect."

To the group represented by the first teacher, who said health is the duty of parents, one must answer that parents cannot teach what they do not know.

Health and Child Nurture are subjects for which no training has been given. We have not realized the need of such training until now, when we are almost overwhelmed with the problems that have resulted from our ignorance of the laws of health and human development. We have knowledge enough now to make us realize that disease, crime, suicide, dependence and the social evil are for the most part the price of ignorance, and are preventable.

To the second teacher, who thought that health was the school's duty because it had been neglected by the home, we must say that this is only partly the reason. Health is being taken over mostly because school people are beginning to realize that duties of home and school cannot be separated into mine and thine—that each must supplement and complement the other because the child cannot be separated into parts. He is a trinity of mind, body and soul and "these three are one." So profoundly do they affect one another that there can be no

separation of training. The whole child must be the concern of those who are interested in any phase of child welfare or education, or social service. Out of a program which has the whole child for its center of interest, knowledge, and effort will come "whole" men and women—whole in the sense of being sound in body and personality.

The school is the quickest, most effective means for influencing present conditions, as well as the most powerful means of affecting the future. It is the only agency we have for getting into the consciousness of the people the things we wish to be there, because it is the only place to which people are compelled by law to come. It has daily, vital contact with homes. It is the only place in which a standard can be set up and maintained. Because these things are true, the school must have in its program everything we hope to find in the people and the community now and in the future.

When we remember that the schools of the country spend six million dollars each year on retarded pupils, and that hundreds of days are lost through preventable illness, the school's interest in health from an economic standpoint becomes evident. The effect of failure, retardation and absence on the child's attitude is of great concern to those who are interested in his mental health and the kind of personality he is developing.

If we wish to produce men and women with strong beautiful bodies, keen minds, healthy personalities, we must put into the

schools those things which will make them possible for the children of today.

The steps in a program to secure them would be:

1. For every agency dealing with children and youth to adopt as a working guide the Report of the Joint Committee on Health Education of the American Medical Association and the National Education Association and for every teacher, superintendent, principal, nurse and special worker to become familiar with its definition of the healthy body and the healthy personality. We need a common ideal. We need a standard by which to measure our effort and progress. The children themselves should get this standard by living it rather than by talking about it.

2. The school should state definitely in its courses of study that the healthy body and the healthy personality are as much a part of its program as reading is. Health should no longer be compelled to come in at the side door, to be slipped in as the teacher's hobby.

When height, weight, and normal weight have a place on the monthly report card beside spelling and arithmetic, the health rules, healthful living, will receive serious attention. When teeth follow, defective teeth will be the exception. Posture should come next.

The correction of defects should be as definite an aim of the school program as spelling. Promotion time should be health inventory time. By the end of the third or fourth grade it is reasonable to expect that most defects will have been corrected. Surely no school has done its full duty by a child who leaves the eighth grade or high school with remediable defects uncorrected.

Why could not a physical efficiency certificate be given with the eighth grade or high school diploma or even incorporated within it?

3. A daily schedule which shall give opportunity for developing the habit of healthful, successful, happy living.

(a) A program of work, rest and play adapted to the individual child's needs and abilities, with special provisions for the handicapped and seriously malnourished.

(b) Facilities for washing hands and time for using them.

(c) Drinking fountains on every floor.

(d) Toilets which provide as much privacy for boys as for girls. Instruction in and supervision of their use should be given. Children, little ones especially, can be easily taught to go alone to the toilet and not to loiter there. Toilets should be on every floor in view from the halls and not confined to basements.

(e) Lunch rooms whose purpose shall be to teach children to like proper foods and food combinations, to set an example in simple but good service and good manners.

4. A nurse with some training in social service and child psychology for every school. To make the relation of health to education clear and close, she should be employed by the Board of Education. A woman physician with a positive health viewpoint should be one of the supervising staff.

The nurse should be health consultant. Health and not disease should be her specialty. She should co-operate with parents, principals, and teachers to keep every child to the maximum of physical fitness possible for him.

Any condition or circumstance which affects health should be her concern as well as that of the teacher. This would include adjustment of school work, light, ventilation, lunch room, drinking fountains, toilets, lavatories, playgrounds physical education. There should be a health room for examination and consultations, which would demonstrate to parents and children the use and care of simple health equipment.

5. The health of the teacher. "How can I hear what you say when what you are is thundering in my ears?" applies as powerfully to teachers and principals as to parents.

(a) A physical examination at beginning of service.

(b) Annual examination thereafter with view to keeping to individual's maximum efficiency.

(c) Such a program of work as will make it possible for the teacher to remain a healthy personality. Few teachers have even a fighting chance to do this. Dr. W. T. Pride of the Gorgas Memorial Institute

said teachers had more thyroid trouble than any other group of people. He thought there was some relation between the strain of present conditions and the great number of children and goiter. He said that adolescent goiter is often present in the young

teacher and under the undue strain it becomes serious. With rest and other favorable conditions it usually disappears.

6. A course in the fundamentals of child care, home hygiene and care of the sick for high school boys and girls.

Fifteen Questions for Mothers

BY DOUGLAS A. THOM, M.D.

IF a child does not eat the proper foods, it may be the mother's fault. Mothers should ask themselves the following questions to see if they are making any of the mistakes indicated:

1. *Do you fret about what your child eats and whether he is getting enough?* If so, very likely at every meal-time you make him the star actor in a little drama, and every child likes to be the center of attention.

2. *Do you talk about his eating habits to other persons in his presence?* If so, any child would feel important and would want to keep up being different.

3. *Do you insist on feeding him after he is old enough to feed himself just because it is easier than to teach him?* Better let him spill a little until he learns, than to become dependent and fretful.

4. *Is some one else in the family very particular about his foods?* Of course, a child likes to imitate older persons.

5. *Do you choose plain, nourishing, easily digested foods and cook them well?*

6. *Do you let your child taste everything that grown persons have?* A child used to having tea, coffee and highly seasoned foods and too many sweets has lost a healthy appetite.

7. *Do you serve food as attractively as you can and not in too large quantities?*

8. *Do you feed your child regularly?* A child cannot go too long without food, but eating between meals means that his little stomach is overworked.

9. *Do you find that he sleeps poorly, is irritable, has violent tempers or strange fears?* If so, not only his eating but his other habits are probably disarranged.

10. *Do you know that a child who is angry, fearful or worried cannot digest food properly?* Overcome the emotion first and then let him eat.

11. *Do you create an unpleasant scene in an effort to make him eat?*

12. *Do you create jealousy by denying to one child what another has?* The child who is refused what the other children have should know why.

13. *Do you try to show your authority by making a child eat anything just because you say so?* It is better to show that you are reasonable and expect him to be; that you consult his preferences when you can, but if a food is needed for health, he must try to learn to like it.

14. *Do you suggest to the child your own doubt as to whether he is going to eat?* A child is quick to refuse if he senses that you expect him to, and as quick to eat what is offered without question.

15. *Are you so afraid of your child's missing a meal that when he refuses what you give him you provide something else?* Missing a meal will not hurt him. Leave the food twenty or thirty minutes and then take it away and give him nothing else until the next meal.—*Courtesy of "The Forecast."*

THE HOT SCHOOL-LUNCH

Answers to Questions Asked by Teachers and Parents

BY THE FARMER'S WIFE

HERE are answers to questions about installing hot lunches in schools. If you yourself have no use for this information, pass it on to some parent or teacher who can use it.

How can the school lunch be started?

Usually a woman's club, parent-teacher association, home or farm bureau unit fosters the movement. Or, one or two interested women talk it over with the teacher, call a meeting of the mothers, have a health program given by the children and then talk over the possibility of installing the lunch.

How can equipment for the lunch be secured?

If the school treasurer or school board is not willing to purchase, the money may be raised by a school or community entertainment or social. Sometimes a part or all of the equipment is donated by individuals in the community but it is usually more satisfactory to have it purchased from public

- 1 oil stove, two burners preferred
- 1 oil can
- 1 cupboard (may be made from packing boxes) 18 x 24 x 42
- 1 table about 30 x 50 (school table may be used)
- 1 oilcloth for table
- 1 garbage pail with cover (candy bucket will serve)
- 1 water pail
- 1 pitcher, 4 or 6 qt.
- 2 dish pans, 16 in. or 18 in. in diameter
- 2 granite kettles with handles or bails, 3-qt. and 7-qt.
- 1 double boiler, 6- or 8-qt.
- 1 glass measuring cup, 1-2 pt.
- 1 granite measuring cup, 1 qt.
- 2 tablespoons
- 1 case knife
- 2 teaspoons
- 2 paring knives
- 1 kitchen spoon, large
- 1 steel fork
- 1 ladle, 1/2 pt.
- 1 can opener
- 6 or more dish towels
- 2 dish cloths

Containers with lids for the supplies kept on hand, as Mason jars, jelly glasses, coffee or sirup cans.

Days	1st week	2nd week	3rd week	4th week
Monday	Cocoa	Creamed eggs	Cooked cereal with raisins and cream	Creamed salmon
Tuesday	Potato chowder	Baked apples cream	American chop suey	Cream of tomato soup
Wednesday	Creamed carrots	Corn chowder	Vegetable soup	Escalloped onions
Thursday	Escalloped rice with cheese	Escalloped cabbage with cheese	Cream of spinach soup	Corn pudding
Friday	Cream of pea soup	Baked potatoes with butter	Mashed and buttered turnips	Meat stew

funds or from some enterprise in which the whole community is interested.

What equipment is needed?

The following list of equipment is suggested by the Home Economics Extension Department of the Iowa State College of Agriculture:

Each pupil should bring from home a cup, small plate, spoon and fork, which can be marked or identified in some other way. To cut down on amount of dish washing, these individual utensils might be carried home each night and washed.

The table and cupboard can be made by

the boys in school from packing boxes. Care must be taken to protect food from mice.

How are the food supplies secured?

The staple supplies, at least, should be purchased from the general fund. Current supplies, such as vegetables and milk may be purchased from some person in the community or brought by the pupils as needed. If the pupils bring the supplies plans should be worked out at least a week in advance so that the parents can know early what they are to furnish and when they are to furnish it.

How is the lunch prepared and served?

Usually the responsibility of preparation is delegated by the teacher to some one or two of the pupils who work in pairs or in groups of four, each group working for one day or for one week. A weekly schedule takes less time on the part of the teacher.

The group on duty prepares the vegetables and so forth in the morning or at morning recess. They begin the cooking about 11.30 and have the lunch ready by the time school is dismissed for noon. A second pair of workers attends to the serving and sometimes a third pair washes the dishes. Or those who cook the lunch also serve it. In some schools the same two do all of the work for one week and are then entirely free from the responsibility until their turn comes again. These details depend on the number and size of the pupils.

At lunch time the pupils have their lunch boxes at their desks ready to open. Then, in quiet order they take their cups, go to the table for their soup and when all are served, begin to eat. After lunch each child takes his cup and spoon back to the table to be washed or they are left on the desks and the pupils who have served collect them, gather up the napkins, brush up the floor and air the room.

How many dishes should be served in the one-room rural school?

Never more than one. This should supplement the box lunch brought from home and should introduce into the diet of the child vegetables that are usually served for dinner when he is at school.

Does the hot lunch interfere with the regular work of the rural school?

Instead of interfering it makes the work better. The discipline is easier and better; the children learn to work together; the child who has helped to prepare and serve the hot lunch has learned to think in terms of community service and is a better citizen. This is the almost unanimous opinion of teachers and county superintendents where the hot lunch has been given a fair trial. The children are more healthy, they can think better and they accomplish more in their regular studies where the hot dish is served.

What should be served for the hot lunch?

In the February issue of CHILD WELFARE we shall publish under the title *Piping Hot On Shivery Days* eleven recipes suitable for the hot lunch at school. These include cream vegetable soups, creamed vegetables, cocoa, rice and cheese dishes, stew, etc. The menu may be varied after the pupils become skilled in preparation. The chief thing is to use the vegetables and milk which are apt to be lacking in the diet of both the city and the country child. Tea and coffee should never, under any circumstances, be served to the children.

How are supplies purchased and accounts kept?

This is a very good practical problem for the arithmetic class. One or two of the pupils should be asked to act as purchasing agents; another may act as treasurer; careful accounts must be kept and in this way the pupils learn to make out bills, handle public money and so forth. A keen school interest in the whole enterprise can be aroused.

Where can rural communities secure further information and help about the hot lunch?

From the Home Economics Extension Department of your State College of Agriculture, from the Boys' and Girls' Club Department at your State College of Agriculture and from the U. S. Bureau of Education. Many states have hot lunch clubs as one of their Boys' and Girls' Club projects.

The Children's Foundation

STUDY COURSE

BASED UPON "THE CHILD: HIS NATURE AND HIS NEEDS"

CONDUCTED BY M. V. O'SHEA

Professor of Education, the University of Wisconsin

THIRTEENTH LESSON

Promoting Nervous and Mental Stability in Childhood

I. DIFFICULTIES IN MAINTAINING STABILITY THESE DAYS

IN previous lessons there has been some discussion of problems of training the young growing out of the increasing complexity of American life. It is the purpose in this lesson to direct attention to problems connected with preserving and promoting mental and nervous stability during childhood and youth under the conditions which exist throughout our country today, particularly in towns and cities. The lesson is based upon Dr. White's chapter on "Nervous and Mental Hygiene Among Children in Present-Day Life." Bearing upon the first topic to be discussed, read pages 191 to 196.

Most persons who have not made a special study of the natural traits of childhood and youth and the problems connected with adapting these traits to contemporary social conditions do not appreciate what a difficult and dramatic task it is for any child to gain control of his native impulses and substitute for them interests and activities that are in harmony with present-day social ideals and practices. If the reader will divest himself of all preconceptions about children, and especially if he will put out of his mind the idea that the young are deliberately mischievous, disobedient, obstinate; and if he will then observe the child in his daily life and note how much is demanded of him that he would not do spontaneously, the reader can make a beginning in appreciating the magnitude of the undertaking which the child has on his

hands. And every succeeding year the undertaking is a more difficult one because our social organization is becoming more complicated; and in order to fit into the organization, every individual must exercise greater self-restraint and develop more positive and constructive social qualities than would have been necessary in our country a hundred years ago, or than is necessary in many countries today where life is simpler than it is with us.

II. AUGMENTING THE DIFFICULTY OF MAINTAINING STABILITY

Dr. White has discussed topics bearing upon this problem; read pages 196 to 199.

Will you who are studying this lesson make a little survey of the homes in your neighborhood in order to determine whether parents make heavy demands upon children to repress their natural tendencies and accept standards of behavior imposed by adults? In how many homes with which you are familiar do parents appreciate that the child is undergoing a good deal of strain and stress in adjusting himself to the restrictions and impositions of home life? Do parents talk to a child as though they were taking his point of view when questions concerning misconduct arise? Or do they proceed from the point of view that the child can and should conduct himself as adults do? Do the parents in your community *blame* children when they do not observe adult standards of behavior?

What is the attitude of adults in your community toward children who run away

from home in order to escape restrictions and impositions? A case—a rather extreme one—has recently been brought to the writer's attention for advice. A seven-year-old boy in a minister's family has fallen into the habit of going away from home to play with companions without first gaining permission from his parents. He began doing this two years ago and as a punishment the parents forbade him to leave home at all. This seemed to increase rather than to diminish his desire to get away from his home. He would sometimes be gone all day. When he returned he would be punished; but the next day he would run away again. Finally his parents adopted the plan of putting him upstairs and tying him to the bed so that he could not escape. But he has become expert in freeing himself and getting out of the house in one way or another. The father now asks what kind of punishment he can use with this boy to "reform him." The father fears that very soon he will get into such serious trouble that he will land in jail.

Here is an instance in which the methods adopted by parents aggravate the child's problem of adapting himself to contemporary life. They have imposed severe restraints upon him, such restraints as they could themselves observe; and whenever he has failed to observe the restraints they have been made even more severe. The inevitable outcome of such a method of treatment is to produce conflict and nervous irregularity and instability of some kind. If the parents persist in their method of treatment it can be predicted with a high degree of certainty that this boy will develop criminal tendencies; which simply means that he will become unable to control impulses that will lead him into conflict with the laws of the community.

How should such a child be treated? To begin with his parents should not have forbidden him to go and play with companions. They should have worked out a program of daily life so that this passion could have been gratified. They should have arranged to have the boy take hikes into the country on week-ends which would have indulged his feeling for freedom and his wish to be

rid of the restraints of his home. But since he was not treated in this way, and since he is going from bad to worse, the only rational way to treat him is to take him away from his home completely and place him with people who will allow him larger freedom than he has had, and who will bring companions into the home to play with him. The child and his parents have formed such a settled attitude of opposition toward each other that they ought to be separated for a while for the good of all of them. While this is an extreme case, probably every reader knows cases like it in principle.

Teachers often augment the difficulties of maintaining nervous and mental stability by imposing unnecessary restrictions upon their pupils. How are the pupils disciplined in the school which your children attend? Are they given considerable freedom in the classroom or are they compelled to sit still for an hour or two at a time without communication with classmates or participation in any of the work that is going on? Think of the difficulties which a child encounters who is taken from the out-of-doors for which nature equipped him and put down in a seat fastened to the floor and required to sit there for several hours every day, memorizing the contents of books! Fortunately, up-to-date schools do not treat children this way now. In any school in which children live in a more or less natural way, the problems of maintaining nervous and mental stability are less acute than they are in the rigid, militaristic type of school.

III. PROBLEMS OF BEHAVIOR

Dr. White discusses some of these problems on pages 201 to 210.

While different homes and neighborhoods have somewhat different problems to solve in the discipline of the young, boys especially, still there are certain problems that are common to all homes and neighborhoods. Where is there a home in which there are several children and in which the problem of *obstinacy* is not encountered? What gives rise to this trait? Probably all children possess it, and it must be due either to native endowment or to some error in train-

ing or to both. Unquestionably nature intends that the child shall not be dominated by the people among whom he lives. She seems to say to him, "Play a part equal to anyone else; don't submit tamely to being bossed by anyone. Try to carry out your own plans; stick to any undertaking in which you are engaged until you are ready to abandon it. When anyone tries to lord it over you, resist him." If nature had not thus endowed the child with a love of independence, we never would have had democratic human society. There would have been a few tyrants and all the rest would have been slaves.

Now, it is easy for parents to run afoul of this passion to play a part equal to anyone else. The writer knows persons who will deliberately put a child to the test in regard to his love of independence. They will command him to do things simply to show that they are in authority and that he must knuckle down to them. One can hear adults say to children, "I'll teach you to mind me; I'll show you who is running this house—or school" and so on.

This method is certain to awaken the child's natural resistance to domination; and the more of this sort of thing he has the worse he is likely to become. Obstinacy is not a wholesome mental attitude. Frequently assumed, it is certain to exert a harmful influence on one's temperament and nervous system. But should children be permitted to do as they please? Is there any middle course between allowing a child to do anything he wants to do, on the one hand, and inciting him to resistance by unnecessary commands a number of times every day on the other hand? Can children from the second or third year on to the teens be led to conform readily to reasonable rules and regulations because these are seen to be necessary for the welfare of everybody in the home and in the school? If only a few regulations are laid down, and these are insisted upon, will not children learn compliance with law and not assume an obstinate attitude toward those in authority.

Call to mind homes in which there is not much trouble with obstinacy. What

methods of training are adopted by the parents? Do they assume a bullying attitude? Do they make commands and then back down on them? Do they discuss matters of behavior with the children in the effort to find a reasonable course and then insist upon this being followed?

Another trait of children allied to obstinacy is *self-assertiveness*. Nature has implanted this for a useful purpose, though it may be carried to extreme. But nature intends that every normal child should push himself forward in competition with rivals. Adults often chastise children for asserting themselves, and the results are always disastrous to some extent. A normal child will learn to keep his selfish impulses under reasonable restraint if he has give-and-take relations with his fellows, and this is the only effective way to bring self-assertiveness under proper control.

IV. ADAPTING NATURAL IMPULSES TO MODERN CONDITIONS

There are many traits exhibited by the young in modern life which are due to their inability to adapt natural impulses to the restricted conditions into which they are born. Take their love of *vandalism*; they have come naturally by this trait. Their remote ancestors practiced it; it was not so harmful then as it is now. If the child cannot check the impulse himself, it will sooner or later be checked by those policemen, jailers, etc., whose business it is to restrain persons who have not developed self-restraint.

What is the best way to divert the energies that tend to be expressed in vandalism and destructiveness into interests that are in harmony with present-day conditions? Will whipping a child or putting him in jail cure him of this passion, if no other opportunities for expending his energy are opened up to him?

The writer recently received a letter from a teacher and one from a parent asking for advice regarding the treatment of two children who exhibit somewhat similar traits. The teacher has a pupil who plays truant whenever he can stay away from school without being caught. What is to be done

with him? If he were placed in a school where he would have a chance to work with tools he would not run away. He is backward in his work and is made a target for the teacher's scolding and sarcasm, and it is not to be wondered at that he tries to escape from the school which is, in a way, a prison to him. The teacher has tried keeping the boy in at recess, but this has not cured him; on the contrary, it has probably intensified his desire to stay away from school. It is a curious way to cure an evil; to give a culprit more of the thing that led to the evil.

The mother referred to above complains of an adopted daughter of fourteen years of age who is incorrigible. She has told what pains she has taken to train the girl since she was adopted. Every detail of the training was calculated to make the child re-

bellious. The mother was afraid that the child's heredity might not be very good, and so she did not want to give her any leeway lest she might go the limit in misconduct. As a consequence, she kept a constant check on the girl and had her spied on by two of her classmates in school. So it has turned out that whatever the mother asks the girl to do the latter revolts or obeys the command in a sulky mood. Whenever she dares to do so, she will remain away from home for a meal and even stay with a companion over night. The mother has been bearing down on the girl harder and harder with less and less success. No wonder the girl has become sulky and "unreliable" and will tell fib after fib when she is pressed. This mother could hardly have devised any more effective methods to make the girl incorrigible than she has practiced with her.

Problems Relating to Lesson Thirteen

I

In Lesson Twelve, attention was called in the last problem to the effect of over-excitement, timidity or nervous strain and stress upon a child's ability to assimilate food, and the question was asked whether children whom you know best are protected from experiences which will produce nervousness, timidity or undue fatigue. Continuing with this general problem—can you protect your children from undue strain and stress every day? Is your community growing noisier or quieter as the years pass? Could a child go around in your community and not be constantly bombarded with exciting sights and sounds?

II

The school which your children attend—is the building located in a quiet or a noisy section of the town or city? Most cities are trying to preserve a zone of quiet around their school buildings, but little heed is paid by motorists, hucksters, and pedestrians to the appeal to keep quiet. What are you doing in your community to secure quiet in the vicinity of your school?

III

Is the teacher who instructs your children calm and well-poised or tense and excitable? Is her voice soothing or irritating? Is the life within the school building reasonably quiet or is it about as noisy as it is outside? How will a child be affected who spends four or five hours a day in a noisy, irritating school room?

IV

Do the teachers of your children ever terrify them by threats or scolding or actual punishment? What would be the effect on the nervous stability of a child who was constantly apprehensive while he was in the school room that something was going to happen to him? What is the best way to lead a child who is timid in the school room to become absorbed in his work and thus overcome his apprehension or dread of impending disaster?

V

Do parents and teachers in your community habitually set up barriers against the spontaneous and independent action of the young? What effect does it have upon nervous stability for a child to be constantly prevented from doing anything that he wishes to do of his own accord? Do you know any adults who have been brought up under this plan? If so, are they well-poised, stable, original, and competent in daily life?



The Study Circle

Department of the
CHILD STUDY ASSOCIATION
OF AMERICA, INC.



Edited by

Sidonie M. Gruenberg, *Director*

Marion M. Miller, *Assistant Director*

Cécile Pilpel, *Director of Study Groups*

What Parents Are Asking

BY SIDONIE M. GRUENBERG

THOUSANDS of parents—fathers as well as mothers—are keenly aware of their own inability to manage the serious task of rearing children. There are at hand hundreds of letters that express this realization, and it comes to the surface again and again in conferences, interviews and meetings of many kinds.

One mother, after some hesitation, finally writes, "I am a young mother and you will laugh at my questions." She seems to feel that those others, the older ones, are much wiser; but alas, *they* know only too well that they are lacking, too, for they come with similar problems and similar worries.

The mother who writes the letter from which the following is taken is representative of vast numbers who would not know how to say it so well: "I feel at times as if I should never have had children; I seem so helpless when it comes to training them. All my love, kindness, patience and firmness do not seem to work." Some complain that no amount of "punishment" seems to work, either. One declares that she does indeed succeed in making her child do her bidding—sometimes at the cost of hours of struggle—but her conscience troubles her. Is she doing the right thing to "break the will" of the child? Is it worth the cost? Will not the child outgrow his stubbornness or his thumb-sucking without all the struggle? Are these methods helping toward growth and development?

From farms and villages, from tenements and fine homes in large cities, we get ex-

actly the same kind of problems, the same kinds of helplessness. The restless activity of young children is one source of annoyance. Common observation has for ages found this trait to be characteristic of all normal children; yet today the young mother has to learn it all over again.

"What can you expect of a two-year-old boy?" writes a worried parent. "These are a few of the naughty things I have not been able to conquer: He plays with things on the table. He takes off his slippers. He opens the icebox door." Between the lines of this letter you read plainly enough that the mother is spending much of her thought scheming out ways for making the child stop, instead of finding ways of keeping him occupied.

Young parents—and older ones, too—have to learn that the impulses which the child manifests through these "naughty" acts are in themselves neither naughty nor undesirable. On the contrary, they are the very sources of his ability to learn anything at all in life. It is by handling things, whether on the table or elsewhere, that the child becomes acquainted with the materials and objects of the world in which he has to live. He will take off his slippers, of course, because apparently there is nothing more interesting to do. His interest in taking them off might be used as part of the game through which he will shortly learn to dress and undress himself. His curiosity will lead him to explore the inside of the icebox or any other closed receptacle; or

the swinging door has a fascination because it is something to work. Can the mother not find other boxes for him to explore, other ways of exercising his curiosity? Are there not other things besides the icebox door that *work*, so that the child may get from them the satisfaction of making the hard, insensate world do his bidding? It is only so that she can get this troublesome two-year-old grow into a less troublesome and more self-reliant, more skillful, more understanding three-year-old. His curiosity and his desire to control are of the very essence of his human-ness, and are to be "conquered" only at a tremendous loss.

The question of obedience comes up again and again in queries like this: "I have two boys, aged two and one-half and four years, both normal and healthy. I try not to ask or tell them to do too many different things, but it is most annoying to have them persist in handling things when I say, 'Please leave that alone.' They also want to argue and are often impudent and rude if they aren't allowed to do as they want to. I know I am to blame for all of it, as I have spoken crossly and impatiently to them, but it is hard to be patient when they are so noisy and do so many things I don't want them to do."

This question is typical of those that arise in large part from our changing ideals and conditions of life. It was a comparatively simple matter in a bygone age to insist upon implicit obedience from earliest childhood and throughout later childhood, since continuous obedience was the normal lot of masses of people. Today, however, we have an idea that the individual has to be trained to exercise his individuality and initiative, that he is to live as a free personality among other free men and women. And for parents there is a constant conflict and uncertainty. If the child is to be free, he must learn to use freedom; and the restraints and coercions of the older discipline seem incompatible with freedom. Here is where parents need to learn some very definite principles of life and conduct in childhood.

There is no necessary conflict between freedom and discipline if we are clear in

our own minds as to what we wish to attain. We may reject altogether the notion that obedience is in itself a virtue to be cultivated as of permanent value; and yet we may use it in leading the child to freedom. Freedom, in the same way, is not a negative condition but something to be achieved by the growing personality, through much effort and with much help from the parents and from others. The mother needs to learn to think of the child as acquiring self-control and self-direction through the guidance and counsel he receives, through the illuminating and stimulating experiences that he has. She must know when to expect obedience from the young child, who is not yet able to direct and decide for himself; and she must know how to get him into the habit of obeying not her word or any external authority, but eventually his own inner approval and command.

Again the question of punishment comes up. "My child is five years old. . . . I can scold and threaten with everything; he won't pay any attention to me until I get a switch to whip him with; then he will mind for a minute, but soon forgets it. A whipping doesn't do him any good, so that kind of punishment doesn't work."

The parent needs to learn the place of rewards and punishment in the process of spiritual development. There has been a reaction against corporal punishment, in keeping not alone with broadening sympathies and kindness, but also with a growing realization of the futility—or worse—of the more brutal forms of control. A mother who seems to manage many of the children's problems well enough nevertheless asks, "Is there not a kinder way of getting these results?" We must learn what these kinder ways are; and what is still more important, we must learn that "these results" that the older methods brought included the serious but overlooked by-products of hatred and fear and continuing brutality; that, in general, punishment teaches children to avoid getting caught much more than to avoid the disapproved conduct.

"My boy is four and one-half years old and very inquisitive," writes another

mother. "His most persistent question is, 'Where do babies come from?' I do not believe in telling the fairy tale about the stork. He has the impression now that the doctor brings them, but wants to know where he gets them. Now, I do not know just how to go about explaining the mystery of life, as I do not want to disregard the truth entirely."

Mothers are wise who begin thus early to establish a basis of truth and understanding between themselves and their children. Such mothers soon learn that the truth, naturally and casually told, is just as easily and simply accepted by children as any fiction which may be substituted for it, and they have the advantage of never having to retract a false statement. Sometimes par-

ents have to revise their own ideas and information concerning sex before they can speak of it simply and accurately to their children. Books and articles on the origin of life, together with discussions in study groups, have been of much use toward this end.

The child who cries too much, the child who runs away, the child who stammers—all are described again and again in the letters in which troubled mothers appeal to us for help. Each child brings his own special problems, and yet there are general principles which help in deciding on what procedure to take. To put mothers and fathers everywhere in touch with the knowledge which they need is an urgent task that needs careful working out.

The First Conference on Parenthood

BY HELEN A. STOREY

THAT curious feeling of leaving the present and living for a few moments in the future came to many who attended the recent Conference on Parenthood of the Child Study Association. It seemed incredible that in this present day and age a thousand people and more should have

met together to consider seriously and scientifically, under the guidance of experts, one of the commonest and most taken-for-granted relationships in the world—that of parent and child.

Nearly fifteen hundred people gathered in the Grand Ball Room of the Hotel Waldorf-Astoria, in New York City, on October 26th, to open the Conference. "The dawn of a new epoch is at hand," said Dean J. E. Russell, chairman of the meeting, "when experts are called together to consider how to help mothers and fathers to bring up their children."

For those who want a more complete report of the Conference on Modern Parenthood, held by the Child Study Association on October 26-28, 1925, a book will be published containing the full text of all of the addresses. This will appear in the same Series as "Youth in Conflict" and "The Child, the Clinic and the Court," and will be brought out by the Republic Publishing Company. For further details as to price and date of publication, etc., write to the Child Study Association, 509 W. 121 Street, New York City.

THE FAMILY TODAY

During the first day the discussion centered around the family. "The mother's part in the home," said Dr. Ethel Puffer Howes, "consists not only in knowing when to administer milk, orange juice, spinach and cod-liver oil, but how to create a back-

ground of justice, sympathy and serenity."

But how can the mother diffuse serenity unless she has first achieved it herself? Too often a woman develops her talents throughout a fearless, unconscious youth only to find that with marriage and motherhood the intrinsic worth of her individual interest seems to have vanished.

What most children need today is to have the mother sincerely interested in something worthy apart from them. We can hardly measure how much sensitive children suffer from the intense, sustained concentration upon them of conscientious, otherwise men-

tally unoccupied mothers. It is in the sense of freedom to think their own long, long thoughts of youth that young things grow and blossom. The mother should be happily occupied in her own concerns, but *ready* to give the child what he needs.

WHERE DOES THE FATHER COME IN?

The position of the father in the home came in for consideration by Dr. Elton G. Mayo, of the University of Pennsylvania. He traced the historical development of the family and showed that there has always been an endeavor to systematize the relation between men and women, to guard against its breaking down into a mere casual getting together. He pointed out that the position of the father in the home depends largely upon the attitude of society toward this sexual relationship.

Mental hygiene seems to show that it is nobody's duty to shut the doors and stay in the home. Each member of the family must have an active working relation with the society about him, independent of the relation to the home. This has always been accepted as a matter of course for the father but has not always been true of the mother and children.

Dr. Beatrice Hinkle then discussed the newer relations of men and women. At the present time the self-assertiveness of women is dominating. The woman has begun to find outlets outside the home—in women's clubs, study groups and paying positions. She has begun to function independently of the family and to regard it more or less impersonally.

With this change in attitude there has arisen an appearance of carelessness and disregard of the primary claims of children which has created alarm in the minds of many men, who fail to see that this disturbing condition is the direct outcome of the masculine methods and inferior attitudes which completely dominated the past in a wholly masculine world.

The beginnings of a new relationship between men and women, however, are already in evidence. There is an honesty and frankness in the attitude of women toward men which is entirely new, and in-

stead of pretending to be devoted mothers because that was the rôle expected by men, numbers of women have gained the courage to admit their limitations and to demand that men share the family responsibility; and the men, on their side, are exhibiting a greater inclination to consider their part of the duty.

BEFORE THE CHILD GOES TO SCHOOL

In meeting the needs of the very young child, said Dr. Helen T. Woolley, the nursery school has certain obvious advantages. It can furnish expert guidance in both the physical and educational fields. It can give the little child social life and activity. We have made the mistake of thinking that children under five or six are unsocial—the nursery school has found that this is not true.

Should the mother and child be together all of the twenty-four hours of the day until the child is five years old? Dr. Woolley does not think so. She showed how difficult it is for the mother who has the unrelieved responsibility of a little child to maintain a right relationship. Either she dominates, makes the child too dependent on her; or she is oversolicitous and fearful and communicates her fear to the child; or other unfortunate relationships may be established. The right of the mother to a life of her own is coming to be recognized. Children, too, have a right to their own lives—they should have friends outside the family and come more and more into association with children of their own age.

WHY SHOULD THE BOY AND GIRL LEAVE HOME?

Dr. Leta S. Hollingworth showed how necessary it is that the boy and girl should, as they approach maturity, break away from home ties. This breaking away cannot help being painful, since long-established habits, both of the parent and child, are interfered with.

We need to recognize more completely the necessity for *psychological weaning*. Primitive races celebrated publicly the entrance of the adolescent into adult life. We leave it to the boy and girl to disconnect

themselves from emotional and economic dependence upon the home.

How can parents help in this psychological weaning? The beginning must be made in early childhood. If the little child is taught to be self-reliant, he is less likely to be "homesick" when he grows older and leaves home. Homesickness interferes with vocation, with marriage and with general progress toward complete adulthood.

What about the mother whose children are passing through this adolescent phase? Society has led her to think of the rearing of children as her life work. When she feels her job slipping away, it is natural for her to take as firm a grip as she can. The father would do the same with his medical practice or his grocery trade. The mother should begin early to cultivate interests extraneous from her children and should build up an attitude of foresight, insight and self-control.

THE FAMILY AND THE COMMUNITY

To those institutions which are assuming functions that once were the family's, the parent has the right to make suggestions, said Dr. Ernest R. Groves. The family has discovered that the child needs outdoor freedom, time to discover himself and a recognition of his individuality. The school is in danger of forgetting this.

The parent has advice to give the church, industry and the newspaper as they take over the functions of the family. Religion should be kept simple; industry must exist primarily for service to mankind; the newspaper must not make divorce fascinating and crime adventurous—these are some of the admonitions Dr. Groves feels that the family should give outside agencies.

THE LITTLE CHILD'S EMOTIONAL LIFE

Dr. D. A. Thom pointed out that parents often have little comprehension of the underlying forces that account for the temper tantrums, fears and personality twists of the child. Interest and love alone are not enough to insure success in handling children. The very love that the parent bears may be the stumbling block that pre-

vents successfully fulfilling the obligation of parenthood.

The important thing for parents and teachers to realize is that the child has a mental life. He has plans, hopes and ambitions, doubts, fears and misgivings, joys and sorrows. The trial and error method of dealing with undesirable personality traits, based on an incomplete understanding of the child's mental and emotional life, often alleviates one defect only to replace it by another.

The parent too often tries to fulfil his own frustrated desires in the life of his child, forcing him into a vocation for which he is not adapted, said Dr. Marion Kenworthy. Or the child's fitness for a vocation is judged from his physical and mental qualities, without taking into account his emotional equipment.

HOW CAN THE TEACHER LEARN TO UNDERSTAND THE CHILD?

In order to see the whole child we must first understand the child in the different parts of his makeup, said Dr. Francis Mitchell Froelicher. There are various methods of helping the teacher to do this: intelligence tests, health tests and tests of character which try to get an objective appraisal of the child's moral and social qualities.

But it is necessary not only to analyze the component parts of a child's makeup, but also to provide the proper atmosphere in which he may reveal himself. Children, especially, find it difficult to express themselves. The school should have an atmosphere of learning rather than teaching, with the teacher relatively quiet and the children doing most of the talking and activity.

Dr. W. T. Root continued the subject in a discussion of how to keep the individuality of the child. Agencies which destroy individuality multiply daily, so that this is one of the most difficult problems of parents and teachers.

Few things should be learned by rote. It would be much more to the point first to find the interest of the individual and then give him the sources of information, to

see if he can find, select, digest and apply these facts.

With certain children, one of the most unfortunate effects of the group is the development of attitudes of fear, timidity, stage-fright and negative self-feeling. Some children can stand the effect of hurried stock criticism publicly administered. The majority, however, are whipped and bullied mentally into a subservient attitude.

WHAT ARE THE NEWER IDEAS OF DISCIPLINE?

We are gradually outgrowing the old idea that each wrong-doing must be punished, just because it is wrong and has been done, said Dr. William H. Kilpatrick. Punishment properly looks forward and not backward. We should punish not because the child does wrong, but in order to help him grow better.

There is a notion still stirring that childhood is not a time of real living, but at best a preparation for living. This is a mistake; life up to twenty-one is not a waste period of preparation for adulthood. Each part of life is valuable, and if a child grows during one stage he is better prepared to grow during the next stage.

How do we want the child to grow? As he gets older, we want him to increase his outlook and insight into the possibilities of life; to develop stronger tendencies to hold to the good and reject the evil; to grow in techniques of control and ways of accomplishing his ends. We want him to learn to control his environment and be able to change it.

Discipline, then, should be directed toward these ends. What is to be our technique for discipline? Many people look out upon the world with the idea that unless punishments are applied or prizes given, no one will have an inducement to do the right thing. These advocates of the "hard-boiled" theory look upon the child as essentially bad and do not believe that he would come to love the good and the right for its own sake. Another inadequate point of view holds that all that is necessary is to build habits, to make children do things.

If they do them often enough, they will grow into them.

Intelligent discipline takes account of the psychology of habit. We learn not everything we practice, but the things we practice with success. We learn not to do what we practice with failure. The child, therefore, must have the opportunity to practice good qualities under conditions that make him glad when he succeeds and sorry when he fails.

It is possible to use punishment occasionally to advantage to prevent the child from doing undesirable things. But if we punish him he may regret that he has done wrong, or he may regret being caught, or he may regret that he stayed at home and took the punishment. The important thing is, where is the regret located?

Activity under wise guidance is almost certain to produce the results we want.

EVERYBODY'S BUSINESS

Dorothy Canfield Fisher brought out an interesting phase of the Conference in her address at the Dinner which formed the climax of the three days' discussion. She said: "I rejoice to see experts of all kinds poking their noses into what has always been considered none of their business—the relation between parents and children. Of course it is everybody's business because everybody (whose other name is society) suffers or profits by the result of that relationship."

This wide-spread attention to the relationship between parent and child is going to lead not only to the improvement of conditions of childhood, but to a demand for a better social order, for a more human industrial system. Parents are going to question the necessity of evils that formerly were considered unavoidable. "Every time we make an effort really to understand our children as well as to love them, it may be we are deepening the groove in the common consciousness of mankind along which runs the as yet dim conception that if we try to understand human beings we will know better how to help them than by merely trying to wish them well sentimentally."

The Book Page

BY WINNIFRED KING RUGG

A PRACTICAL PSYCHOLOGY OF BABYHOOD," by Jessie C. Fenton (Houghton Mifflin Co., \$3.50), is not only as serviceable as its title indicates but it is also a delightfully fascinating book. Mrs. Fenton is a psychologist herself, the wife of a psychologist, and the mother of a baby who has supplied her with the means of constant laboratory study.

It is a full book of more than 300 closely printed pages, but so alive that we would not miss a page. In simple language, free from technical phraseology, Mrs. Fenton traces the development of a baby from birth to his second birthday. Though there is a full array of scientific data, the emphasis is on the application of the data rather than on the facts themselves. The aim is to point out the importance of the influences surrounding the early years and the value of wise routine, as it affects the child's lifelong mental and emotional habits. There are definite, specific directions for applying psychological principles to the daily care and training of babies.

Mrs. Fenton's book is intended for anybody who is interested in babies, such as students of psychology and teachers, but more especially mothers. For their special use there is a blank at the end of the book for recording the development of a child, with spaces for filling in his first manifestations of the use of his senses, his hands, his powers of locomotion, speech, intellect and emotions.

Grove S. Dow, professor in the University of Denver and author of "Society and Its Problems" has written a text-book for use in secondary schools entitled "Social Problems of Today." (Thomas Y. Crowell Co., New York, \$2.00). Whatever may be the value of sociology as a high school subject, Professor Dow's book would be useful for study groups of women who want to get a general knowledge of the subject

without going very deep into the ground. He has written in a simple, popular style suited to beginners and has added human interest to his treatment by means of numerous illustrations made by Lewis W. Hine, a specialist in industrial photography.

* * *

Members of the same study class would find stimulating material in Albert Edward Wiggam's "Fruit of the Family Tree" (Bobbs Merrill Co., Indianapolis, \$3.00).

Mr. Wiggam has transplanted into everyday language the discoveries about heredity and its relation to human progress. He removes eugenics from the realm of academic subjects and manages to make his readers really take notice of it as something as possible and as needful in the breeding of human beings as in the breeding of dogs and cattle. This book has for a year or more provoked earnest discussion.

* * *

Such attractive books for children keep coming to our desk that we cannot forbear mentioning them. There is "Joan and Nancy," by Archibald Marshall (Dodd, Mead & Co., New York, \$2.00). Mr. Marshall is a dignified writer of books for adults and this offering for younger readers is made up of episodes in the young lives of Joan and Nancy Clinton, taken from three novels that deal with their family, "The Squire's Daughter," "The Eldest Son," and "The Honor of the Clintons," and from the four stories in "The Clinton Twins." Mothers who have enjoyed Mr. Marshall's novels will be glad to share their enjoyment in this way with their young daughters.

* * *

Another still more distinguished writer for adults is author of one of the juveniles of the season "Little Sea Dogs and Other Tales of Childhood," by Anatole France (Dodd, Mead & Co., New York). This is a collection of stories from the great

number of delicately charming tales that the sophisticated French satirist was able to write for children. The admirable translation is by Alfred Allinson and J. Lewis May and the really Gallic-looking illustrations are by Marcia Lane Foster.

"Granny's Wonderful Chair," by Frances Browne (E. P. Dutton & Co., New York, \$2.00), appears in a new edition with a preface and illustrations by Katherine Pyle.

These stories were written by a blind Irish-woman of the last century, who was poet and story-teller with some fourteen books to her credit. They have pleased three generations of children and are still fresh.

Through an error in the November Book Page, the "Children's Heroes" series was listed as coming from Thomas Nelson & Sons. It is published by E. P. Dutton & Co., New York.

Child Management*

BY DR. D. A. THOM

IV. SOME "DON'TS AND DO'S FOR PARENTS"

SOME parents greatly fear that their children will get hurt (which, by the way, is not an unreasonable fear in the crowded tenement sections), or that they will associate with children of undesirable neighbors and perhaps pick up profane or obscene language. Even so, it may be better to take a chance than to cripple a child's life by allowing him no opportunities to learn independence and develop initiative. The child who is closely tied to mother's apron strings is deprived of all chance of really learning how to live with his neighbors. When the time comes to break the home ties and enter school he is lacking in strength, courage, and resourcefulness. This lack may handicap him through life.

Very early in life the child must learn that things can not be his simply because he desires them. Do not try to give him everything he demands or wishes; he must develop the habit of foregoing certain of his wants, of giving when he would like to take, and of dividing and sharing his toys. He will not understand why he should do these things, but even a little child can appreciate that such acts bring approbation and praise and make other people happy. In this way he will grow to manhood with courage to face the disappointments and failures of everyday life.

Always avoid bribing and do not make promises which you know you can not or do not intend to keep. So often we hear, "Now, Johnny, be a good boy and mother will buy lots of candy," or "Do this and mother will give you a penny." Soon Johnny will no longer be satisfied with one penny, and you must give him two and then three. A child with a little determination can easily work this method to his advantage. Or again, if a reward has been promised and the little girl or boy has made a great effort to do as asked, do you carelessly disregard the just demand for the reward?

Threatening a child is a common method of setting out to obtain control. It is, however, useless and inexcusable. The simple statement of what will follow if a child persists in disobeying cannot be considered a threat if the promised results really follow. But many parents indulge in meaningless threats. "Be good or the doctor will cut your tongue out," "Stop or I'll go for the policeman," "Be quiet or I'll lick you," or "The old man with the bag picks up little girls who don't mind their mothers, and they never come home again"—these and many others are in everyday use, with one of two results. Either the child is controlled by terror, which may have a far deeper and more disastrous effect than is apparent, or he senses the fact that none of the promised happenings take place and develops an utter disregard for them. Either result is unsatisfactory and should never be brought about.

* This article is part of Publication No. 143 of the Children's Bureau of the U. S. Department of Labor, Washington, D. C. The entire bulletin may be secured free by writing to the bureau.

The Round Table

BY FRANCES S. HAYS, *Field Secretary*

Local Headquarters

PURPOSE

AN informed membership will insure an efficient membership. Many Parent-Teacher Associations have established local headquarters in order to

give their members an opportunity to read the National Congress publications and the literature on the varied phases of Child Welfare included in its program of work. In this way the local presidents and chairmen of standing committees share with the members of the local association the valuable information which comes to them through the contacts established with the National and State Congress and the chairmen of standing committees, and with state and national co-operating agencies. The development of an informed and efficient membership, participating intelligently and enthusiastically in the program and activities of the local association will be greatly augmented through local headquarters, easily available, where the literature of the subject is assembled. It is sometimes found desirable to hold committee meetings and file the records of the association at headquarters.

LOCATION

The place where this literature is assembled will depend upon local conditions. In a town having several units it is desirable to unite in one headquarters. Many county superintendents are providing a place in their offices for use by units throughout the county. Locations have been obtained in school and public libraries, school buildings, the superintendent's office, a civic or community center, Chamber of Commerce rooms, and department stores. In a lumber camp which had no library facilities, a

A REQUEST

Please send full information regarding your headquarters to the Round Table Department, that the good work you are doing may be broadcasted to others who would appreciate your help. Pictures would be especially helpful.

vacant shack was donated by the superintendent of the camp, and an attractive headquarters and reading room was started which bids fair to result in a real library for the whole com-

munity. As a crowning achievement one city has a Parent-Teacher Association room in the public library where they are developing a child welfare department of outstanding importance to the community.

LITERATURE

National Congress publications may be displayed on a wall poster by arranging the leaflets in convenient order on a sheet of cardboard, and attaching them with Denison tape. In addition, the leaflets may be conveniently arranged in book form, for personal use or for the library table, in a variety of ways. A loose leaf cover may be obtained for ten cents, and several cardboard pages inserted. U-File-M-Binder strips attached to each page will hold six or eight leaflets each. Write, or have your local book store write, to U-File-M-Binder Manufacturing Co., Syracuse, New York, for strips, and samples showing how to use them. The CHILD WELFARE MAGAZINES may be bound by using cardboard covers the size of the magazine. Cut CHILD WELFARE MAGAZINE from the outside of one of the issues and paste on the cover. Punch covers and magazines, and tie with a shoestring, adding the current number monthly. This will only not make the current number easily available, but will preserve back numbers for general reading and program use.

The National Co-operating Agencies and State Educational and Social Agencies offer a fascinating array of bulletins, leaflets and

posters which may be obtained free or for a nominal cost. Send for the list of publications from which to make selections. The National Congress leaflets on special subjects offer valuable suggestions. An attractive display may be arranged on a stationary bulletin board, or a multiple display board if one can be obtained. Exhibit books of larger proportions for the reading table may be made of heavy cardboard tied together with cord. State Congress publications and literature suggested by state chairmen of standing committees should be similarly bound.

Literature about boys' and girls' organizations such as Boy Scouts, Girl Scouts, Camp Fire Girls, Girl Reserves, Four H. Clubs, etc., should be available in order that parents may understand the real purpose and plans of these great character building organizations.

Proceedings of National Congress Conventions held in 1905, 1908, 1914 and 1925 may be obtained for a nominal sum from the National Congress. The proceedings of the other national organizations whose work is closely allied to the Congress might be contributed, for example: National Education Association, National Probation Association, National Conference of Social Work.

A Book Shelf for Parents, containing some of the many valuable books and pamphlets on child care may serve to introduce many parents to the steadily in-

creasing number of practical helps available on the problems of obedience, habit, temper, nervousness, punishment, lying, and the many problems all parents have to meet.

Current magazines, bulletins or news letters published by national or state organizations which deal with a specialized field, such as education, health, play, mental hygiene, social hygiene, humane education, etc., would greatly facilitate the work of standing committees.

These suggestions could be indefinitely extended. The Congress literature is of first importance, to be supplemented by carefully selected publications along the varied lines suggested by the Congress departments and standing committees.

EQUIPMENT

The equipment may be very simple indeed, or as elaborate and complete as the local committee wishes to make it. A bulletin board, a table with drawers, and a few chairs are the first necessities. Multiple bulletin boards, book shelves, filing cases, racks for current publications and literature for free distribution are valuable additions. It is impossible in this brief article to elaborate on the wide variety of literature which would enrich the program, and aid in school, home and community upbuilding. A more complete statement regarding the headquarters plan may be obtained free from the CHILD WELFARE MAGAZINE office. Send 2 cents for postage.

Thirtieth Annual Convention

National Congress of Parents and Teachers

Place—Atlanta, Georgia.

Time—May 3 to 8, 1926.

General Topic: Educational Significance of the Parent-Teacher Movement.

Special Features: Leaders' Institute.

Folk Dancing, conducted by Miss Elizabeth Burchenal.

Round Table Conferences on Juvenile Protection, Mental Hygiene, Pre-School, High School, Spiritual Training.

Speakers of national reputation.

Tree Planting in Piedmont Park.

Ride to Stone Mountain.

Complete preliminary program will be published in February issue.

EDITORIAL

HAPPY NEW YEAR to each one of our big Parent-Teacher family!

Year by year we have gained new friends. We have marched on into unexplored territory. We have better methods of organization, better understanding of the child welfare problem, more expert direction and a greater wealth of data and literature than we had in January, 1925. With this as a basis we have every encouragement to go on until the responsibility of providing the best possible training for citizenship shall be assumed by every adult member of society.

Of course we have made mistakes. We shall make others, no doubt, but we shall have an increased power to meet new difficulties.

The way is always upward. During the year 1926, we shall often be reminded of those lines of Christina Rossetti's:

Does the road lead up hill all the way?
Yea, to the very end.

PARENT'S CONFERENCE

The new interest in the business of parenthood was strikingly expressed when over 1,500 people came from nearly every state in the Union to New York to confer on the important subject of rearing children.

This educational conference on "The Child, the Parent and the World They Live In," was called by the Child Study Association of America at the Hotel Waldorf Astoria for October 26-28.

Twenty-nine years ago next month a comparable group from all over the United States met in Washington, D. C., and formed the National Congress of Mothers, the progenitor of the great modern interest in the child.

Since February 17, 1897, however, many things have changed. Women have gone into industry, have become citizens, have learned to use labor saving devices. Some mothers have more time, and some less.

For the mother who has more time there is now a wealth of information about home

making and child rearing. For the woman who is employed, there is the nursery school. The children of both mothers have profited by the advance of science. And since 1897 fathers have been drafted for parental responsibilities.

The subjects discussed in New York centered about the importance of training the pre-school child, education for parenthood and homemaking, research laboratories and the new attitude and method of dealing with children so that each child may be given opportunity for his individual development and not be expected to be a "carbon copy of his parents."

It was a notable and inspiring meeting.

WHAT HAS YOUR MEMBERSHIP IN THE PARENT-TEACHER ASSOCIATION DONE FOR YOU?

Without it you were discouraged by your problems, thwarted, baffled, and maybe exhausted. You made no progress in understanding your children, reached no hills of observation and made no stimulating contacts. You merely hoped to plod on in the same old ruts and to muddle through somehow; and your children were leaving you behind.

With it life has broadened. It has become charged with possibilities. Your membership in a parent-teacher association is your magna charta, giving undisputed use of mines of golden information about the child.

It is your pass into the field of trained parenthood; your entrance ticket to a university extension course in child training, principles of education and knowledge of the schools.

No wonder that you are thrilled with fresh ideas and with unbounded hope for the future of the plastic lives entrusted to your care.

"Yet I doubt not through the ages
one increasing purpose runs,
And the thoughts of men are widened
with the process of the suns."

REVEALING BEAUTY

The greatest hope of the world is youth's impressionability.

It is easy to see how youth reacts to the daring movie reel, the lurid headline and the characteristic modern novel.

But youth responds also, with fortunately far different results, to the Boy Scout and the Girl Scout ideals; to the summer camp; to healthful recreation and to beauty in its many phases. So hard does youth "try to escape the drabness of life!"

To stimulate a response to beauty the Denver public schools are experimenting with "browsing corners" which shall encourage a leisurely reading and examination of the best books by young people. The most fascinating and best illustrated editions of the masterpieces are placed near comfortable chairs and in well-lighted corners so that there may be developed a new and spontaneous enthusiasm for the best in literary art. Havelock Ellis says: "The number of points at which one has been able to reveal beauty, to create beauty, is the measure of one's success in living."

CHILD WELFARE OR FOUNDERS' DAY

After Christmas the next big day in the calendar of the National Congress of Parents and Teachers is February 17th.

For many years this has been called Child Welfare Day or Founders' Day in

honor of Mrs. Theodore W. Birney and her far-seeing co-workers who on February 17, 1897, called the first Congress of Mothers at Washington.

Owing to the unceasing interest and loving labor of Mrs. David O. Mears, chairman of the Child Welfare Day Committee, February 17th, or an approximate date, is now celebrated by thousands of local associations throughout the United States. By song and pageant and reminiscences of early Congress history, the growth and usefulness of the organization are brought to the minds of those who are new to Parent-Teacher work. And always there is the little offering, cheerfully given to spread the gospel of "co-operation for child welfare" to other groups in their own or other states.

So amazingly has this delightful free-will offering grown that during the past year more than \$8,000 was sent to the national treasurer for extension work. This fund has made available the services of highly trained field secretaries to whom the Congress owes much of its recent gain in numbers and in clarified methods of work.

It is not a bit too early to think just how your association is going to celebrate Child Welfare Day and what your part is to be in forwarding the national propaganda and extension projects.

M. S. M.

The Salutation of the Dawn

A NEW YEAR MESSAGE

Listen to the exhortation of the dawn!

Look to this day! For it is life,

The very life of life.

In its brief course lie all the verities

And realities of your existence

The Bliss of growth,

The Glory of action,

The Splendor of beauty,

For yesterday is but a dream,

And tomorrow is only a vision;

But today well lived

Makes every yesterday a dream of happiness,

And every tomorrow a vision of hope.

Look well, therefore, to this day!

Such is the salutation of the dawn.—From the Sanskrit.

From Courtesy of Physical Exercise for Daily Use—Courtesy of G. H. Putnam's Sons.

National Office Notes

BY FLORENCE V. WATKINS

Order any publication mentioned in Office Notes from the address given, and *not* from the National Office, unless specifically directed to do so.

Will the State Presidents kindly note the following and, if possible, insert in the next issue of their State Bulletins:

I. The excellent booklet, "My Little Child's Health," which the National Congress is distributing, sells for 10 cents a copy. In order that this valuable publication may have wider circulation, a special offer is being made of 5 cents per copy in quantity. Here is an excellent way for locals or States to secure extra funds for their work by buying in quantity at 5 cents and selling singly at 10. Orders should be sent promptly (before the supply is exhausted) to the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

II. There are available a few copies of the reports of the "Third International Congress on the Welfare of the Child" and of the "Report of the Ninth Annual Convention of the Congress of Mothers," both of which contain excellent material for program use in Parent-Teacher Associations. It has been decided to offer these at 25 cents each in order that every local may secure the valuable material they contain. If copies are desired, order promptly from the above address.

III. As the excellent booklets, "One Thousand Good Books for Children," do not contain titles of the more recent publications, it has been decided to place these on the list of free material. Anyone desiring copies should order at once, before the supply is exhausted. These must be ordered, like all other free material, through your State President.

IV. The material in the leaflet formerly known as "Aims" has been united with "Reasons" and is now called "Reasons, Objects and Practical Accomplishments." "Joining" has been issued as "How to Organize." "Seven Program Outlines for Pre-School Circles" is now issued as "The Seven Ages of Childhood." We fear that some who have ordered leaflets under the old names have been disappointed when those under the new names were received. Some may even have thought that an error was made in filling the order.

The following leaflets are no longer in print and *cannot* be sent when ordered: "Seven Program Outlines for Pre-School Circles," "The Child Four-Square," "Aims," "Joining," "Score Card" and "Standards in Literature." Owing to the overwhelming and unexpected demand, the third edition of the Handbook was exhausted on November 1, and the new edition was not ready until December 1. This will explain why some orders were not more promptly filled.

When sample sets of literature are ordered, the Handbook is not included, as it is a paid publication.

Such an unhappy experience as the New Jersey Branch had at its recent convention! With 897 registered delegates, it was found that only 247 railroad certificates had been secured and so the delegates could not receive the reduced fare. It is not too early to begin now to urge *all* who attend the Annual Convention of the National Congress of Parents and Teachers in Atlanta, in May, 1926, to be *sure* to secure a certificate before leaving home. If anyone comes on a railroad pass or by auto, stop at a railway station far enough distant from Atlanta to make the cost of a ticket 68 or 70 cents, purchase one, and secure a certificate. Because one is fortunate enough to be able to travel on a pass or by auto, he should not forget the one who will be saved many dollars by having at least 250 certificates presented at the credential booth the *first* day of the convention. And then do *not* neglect to hand these certificates in immediately upon reaching the convention headquarters, so the transportation chairman will know that the reduced fare is available. Last year people coming from the Pacific coast had to pay *forty* and *fifty* dollars extra because some people "forgot" to get certificates!

Anyone interested in making a study of the school system of a state will do well to secure a copy of "A California Public School Catechism," prepared by A. R. Heron. As Arthur H. Chamberlain, executive secretary of the California Teachers' Association (Phelan Building, San Francisco), says in the Introduction: "The . . . series of questions and answers present, in condensed form, many salient facts concerning the American public school system." It would do us all good to make a careful study of these questions and answers.

In "School Life" for November (Bureau of Education, Department of the Interior, Washington, D. C., 5 cents per copy) are two articles of especial interest to Parent-Teacher Association workers: "A Well-Organized and Well-Conducted High School Lunch Room" and "Shall Untrained Persons Be Employed to Teach Our Children?" This valuable publication is issued monthly except in July and August, and costs but 50 cents a year.

The "Monthly News Letter of the Wisconsin Parent-Teacher Association" for November was a "Good Book Number." It contained an article on "Moral Standards in Literature" by our national chairman, Mr. Harmon B. Stephens; an article by the librarian of the Madison Pub-

lic Library on "More Books for Children," and a list of "Some of the Good New Children's Books of 1924 and 1925," compiled by Nora Beust, La Crosse Public Library. There was also an interesting description of a "Parent-Teacher Exhibit," filled with suggestions most helpful to anyone planning such an exhibit.

The American Library Association has a new book in its series, "Reading With a Purpose." This time, "Ears to Hear: A Guide for Music Lovers," is the title. These little books are really reading courses, and guide one to many worth-while books on the subjects discussed. (American Library Association, Chicago.)

The Crowell Publishing Company, 250 Park Avenue, New York City, has issued a booklet called "The Modern Life Programs: Compiled for the Use of Women's Clubs, Mother-Circles, Civic Leagues and Individual Women in the Home," by Anna Steese Richardson, at 10 cents each. Group I is called "The Four Walls of the Home" and contains eight programs; Group II is called "The Soul of the Home" and contains the same number of programs; while Group III treats of the home and the community. Following each program is a valuable list of sources of information. Any program committee of a local Parent-Teacher Association would find valuable material in this booklet when planning programs for the year's work.

As Child-Welfare Day approaches—February 17, 1926—why not buy a copy of "Childhood," by Mrs. Theodore W. Birney, founder of the National Congress of Parents and Teachers, for your Parent-Teacher Association library or your school library? This book costs but one dollar and is packed with good things for parents and teachers. Although written years ago, it is strictly up to date in its content. How appropriate it would be if every Association could own this volume and let the founder speak to them through its pages! Order from the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

The whole National Office staff was sad-

dened on November 16 to learn of the death in Atlanta, Georgia, on November 4, of Mrs. Harriet McLellan, aged mother of Mrs. Theodore W. Birney, one of the founders of the National Congress of Parents and Teachers. For several years Mrs. McLellan has spent some time each winter with her grandchildren in Washington, and has always visited the National Office. Her wonderful personality, her vision of our work, her clear thinking and broad sympathies endeared her to all of the staff. Every visit brought cheer and courage and renewed enthusiasm to the workers, and they will greatly miss her. Their sympathy goes out to her children and grandchildren, who have for so many years been blest with her presence.

Such a time as we are having remembering the names of the many new state presidents! Do readers of the magazine realize that ten states have elected new presidents this fall? Do not fail to study the directory in this issue to learn these new names. And how splendid that each new president has her predecessor to help her over the rough places as she begins her administration! We wish all of these new presidents the greatest joy and success in their work, and hope they will call upon the National Office for assistance every time they need it. The office exists to serve the States, and its force is more than willing to give any help it can.

We have just received a leaflet from the New Jersey Branch entitled "Citizenship and Illiteracy: Suggestions for Use in Local Associations," and one from the Tennessee Branch, "Illiteracy: Adult Education for the Removal of Illiteracy from the State of Tennessee." Congratulations to these State chairmen and to the States whose chairmen they are!

We hope all of the States will like the new charters. One is sent to each State Branch, so that it may have a charter under the new name of the organization. The new Life Certificates have also been sent to the Life Members who have joined during the past year. The National Office has now on hand a sufficient number of each to supply all demands.

There is too much said at New Year's about turning over a new leaf. Are the old leaves all so badly written that we must hasten to forget them? Is the blank whiteness of the untouched page more pleasant to the eye or more fortifying to the will than those closely written, underlined, untidy, but familiar pages which make up the story of one's life?—Bliss Perry

SUBSCRIPTIONS

A Chat With Our Family

NOVEMBER with its 2,652 subscriptions was our banner month. Think of it! Almost 2,700 in one month, and three short years ago our total subscription list was 3,000. This is certainly something for our chairman and members to be proud of, and we want to thank them for the efforts that made possible this splendid showing.

We are now well established. The club offers are becoming

more and more popular, people are saying nice things about us—especially about the new cover and new typography, the study



1. California	1862
2. Illinois	1428
3. Michigan	1028
4. Texas	812
5. Missouri	781
6. New York	757
7. Pennsylvania	567
8. New Jersey	563
9. Iowa	522
10. Colorado	416

THE FIRST TEN

(Totals as of November 25, 1925)

From now on a "Subscription Barometer" will appear in each issue of CHILD WELFARE. Look for it! Interesting statistics will be presented.

course has been particularly well received; in fact, everything is pointing to a most successful year. Let this encourage but not satisfy us. There are still hundreds of persons who know nothing of CHILD WELFARE and who would be willing to subscribe if approached. Many renewal subscriptions are being lost because of no concerted personal solicitation. These things can be overcome if we each

put an active shoulder to the task and, with this in view, the Magazine Office extends to you the very fullest co-operation.

May we start the New Year with a few suggestions to lighten the office detail work? Our subscribers co-operate when they understand.

Full, correct names and addresses, plainly written, are essential.

Stamps over two-cent value are difficult to handle.

Changes of address must be received one month in advance, and the old as well as the new address is required.

If magazines fail to arrive within a reasonable time, get in touch with the office. Do not wait until we notify you of expiration before letting us know that your magazines were not received.

Before sending money orders, see that Government instructions are followed.

When checks are used, be sure to examine carefully for date, amount, and signature—write signature as it appears on bank record. All checks should be made payable to the CHILD WELFARE Co., INC. Do not use pencil. Write all checks in ink.

Issues of June, October and November, 1925, are exhausted, so it will be impossible to date subscriptions prior to December, 1925. We have made arrangements to start subscriptions with the December number through the month of December, unless otherwise requested.

The January issue comes from press on December 26. All orders received up to and including January 15 will receive this issue, unless otherwise requested. Orders received after January 15 will receive copies of the February issue.

Receipts are mailed only upon request.

Will all state and local magazine chairmen please send their names and addresses to the magazine office? This information is desired in order that we may keep more closely in touch with our workers and give them the immediate benefit of any new developments.

Parents and Teachers

THRIFTVILLE

BY BESSIE M. TYE

Fifth Grade Teacher

During "Thrift Week" the children of the fifth grade of the Alhambra Park School, California, worked out ideas and presented a little play called "Thriftville" to our Parent-Teacher Association.

I shall describe as briefly and clearly as possible how we worked out this little play in about three days as a project in "Thrift." First we studied and suggested ways in which fifth-grade children could develop "Thrift" habits. After this was done it was suggested by one of the pupils that we should have a "Thrift" song. So we took some of the ways we had suggested above to develop "Thrift" habits, and put them to the tune of "Here We Go 'Round the Mulberry Bush."

Then we got the idea of building a town and calling it "Thriftville," and here is what we did. On the stage in our school auditorium we began building "Thriftville" with a roll of white wrapping paper and some red poster paint. We used several impromptu pieces of framework from our school basement to begin the construction of our town. For instance, an old door frame worked nicely as an entrance for "The First National Bank of Thriftville"—and we took strips of paper and pasted above this on to the sides converting them with boxes on a removable blackboard to give the appearance of a busy "Main Street." When our town was finished we had constructed the following places of business: The First National Bank, a magazine stand (for this we found all the covers of different magazines we could and pinned them together on a wire reaching across top of stand), a fruit stand, a department store and a real estate office (with plenty of signs and advertising matter in front of each). We also painted signs on the white wrapping paper, thus labeling each place of business.

With this scenery as a background, we gave the following representation. Before the curtains were rolled a fifth-grade boy gave his own original poetic prologue which he had written for the occasion:

"This is the town of Thriftville,
Located indeed on a busy hill.
Here you'll find folks busy as bees,
The very best people on this side of the seas.
So just be happy when you see their play,
For they are very thrifty and their bills they
always pay."

Then when the curtains were rolled back there was the usual "busy street" confusion, for the newsboy was yelling, the fruit sellers were calling out cheap prices for the "banana," and the real estate man had "lots very cheap." Then off-stage all the children sing to the tune of "Here We Go 'Round the Mulberry Bush," the following:

"Here we are in Thriftville,
In Thriftville,
In Thriftville,
Here we are in Thriftville,
So early in the morning."

Then comes on the stage a "bootblack" with his shining outfit and a customer following. Shoes are shined while the children off-stage sing to same tune:

"This is the way we shine our shoes,
Shine our shoes,
Shine our shoes,
Down in the town of Thriftville."

Then these two pass out through the door of the First National Bank. (In fact, all the separate groups, as they do their little pantomime while the off-stage children sing, go out through the First National Bank.)

Then come on the stage three girls with wash tubs and wash boards, and they wash while children sing, "This is the way we wash our clothes," etc.

Then the following groups appear:

1. Girls with irons and ironing boards. "This is the way we iron our clothes," etc.

2. Girls with sewing baskets, who sew. "This is the way we mend our clothes," etc.

3. Boys selling newspapers. "This is the way we earn our money," etc.

4. Then boy with harmonica and two children dancing. "This is the way we have a good time," etc.

5. Girls dusting stage furniture. "This is the way we help our mothers," etc.

6. Policeman comes on stage. "This is the way we keep the laws," etc.

7. All children come on stage and sing to same tune:

"So won't you come down to Thriftville,
To Thriftville,
To Thriftville,
So won't you come down to Thriftville,
So you can be thrifty, too?"

After curtain closes, first little boy gives his own original poem to end our little playlet:

"And now we've ended our little play,
And hope that everyone will say
They've liked the town of Thriftville,
And everything they're doing still."

PROGRAMS AND HINTS IN INDIANA

BY FLORA HOLCOMB RITTER

State Publicity Chairman

Interest in the CHILD WELFARE MAGAZINE is being stressed in Fort Wayne by the City Council of Parent-Teacher Associations. Last week at a Council meeting a silver cup was awarded the Hoagland Association for securing the most subscriptions for the MAGAZINE. Fifty-nine sub-

scriptions were taken. It has been decided to make this a permanent award and plans have been made accordingly.

Mrs. William Hockett, president of the City Council, has announced definite plans for a study class to be organized at the Central High School. This is in accordance with similar plans that have been carried out in Fort Wayne for the last four years.

This class is to be an informal discussion of the child and its relation to society. The class will be directed by Miss Young, a teacher in the Harrison Hill School, but will be under the direction of Indiana University. Miss Young is fully qualified for the work, as she has taught in the public schools of Detroit and has only recently completed her thesis to receive her A. M. degree from Chicago University. Following is the program. Mr. Brandenburg, of Indiana University, will have two classes and will give special lectures in the course.

1. A general survey of the field of social work and its relation to the schools.
2. Treatment of the subnormal child in the public schools, including the problem of the unstable child.
3. Study of truancy and non-attendance, and its relation to delinquency.
4. Visiting nurse in the school.
5. Needs of adequate medical work in the schools. The use of psychiatry and mental examinations.
6. The pre-school child.
7. Vocational guidance.
8. Types of special schools: (a) nursery schools; (b) habit clinics; (c) parental school, and (d) continuation schools.

* * *

The following ten points of the standard of excellence have been adopted by many schools throughout the country, including the Fort Wayne schools for the coming year:

1. Each Association to have constitution and charter.
2. Each Association to have 100 per cent membership, or one-fourth membership to be fathers.
3. Associations to meet all state financial obligations, including dues.
4. Associations to do work in at least four departments, such as child hygiene, Americanization, safety, better films, thrift, home economics, recreation (two members in Parent-Teacher study class, Father and Son and Mother and Daughter movement).
5. Ten member subscriptions to CHILD WELFARE MAGAZINE, and one-half of all members visiting schools by January 1.
6. Association to conduct parliamentary drill, using Roberts' Rules.
7. Fifteen articles sent to press; articles to contain fifty words or more. Clippings must be filed in press book and submitted with this report by the local Council meeting time.
8. Association to send at least one member to state convention, with written report covering year's work of the Association.
9. Association should sponsor Boy Scout and girls' organizations in their communities, and any other community activities.

10. Two of the state programs to be used during the year.

MY IDEA OF THE RELATION OF THE STATE TO THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

By MRS. E. P. WALSH, St. Louis, Mo.

Some of you may have the idea that the National Congress was formed by uniting the State organizations and local Circles. Such is not the case. To illustrate, you might think of a number of children gathering together and then selecting a mother. That might be done, but it would only be a foster-mother. It is the order of nature to provide a mother first and let her produce the children.

Thus it was with the National Congress of Parents and Teachers. Twenty-eight years ago the Mother Congress was created and she became the parent of a number of children, the Circles. In a few years the family became so large and the children so scattered that the mother could not attend to all their needs, so she cast about for an assistant and perfected a plan whereby an overseer, in the form of teacher and advisor, could take charge of these children.

This overseer, or assistant, we call the State organization. The Mother, which is the National, wishing to promote the objects and interests of its organization, realized as her family increased that it would be an impossibility to impart much knowledge to each individual member, unless there were some medium through which and by which the wishes and suggestions of the National could be transmitted to each of its members.

Perhaps you might remember this better if I illustrate this by building a Congress Radio. Let's take a panel to represent the State, which is between the Local and the National as the connecting link. On the front we attach dials which will represent the local Circles. The tubes will symbolize the officers, who are, or should be, the shining lights and give inspiration. The batteries are the National, adding strength and stability, yet radiating force to keep things moving. The aerial represents the members who have visionary ideas and would go up like airplanes but are held down by the ground wire, which is the good, sensible member of the community, such as the mayor, superintendent, principal of school, or any other leader. The connecting wires which carry the waves to the head 'phones are the active members, and the static, those who criticize.

Now that we have our parts assembled, any member may sit before our Congress Radio and by placing her hand on the dial, which is the local Circle, can receive through the panel, or State, all the information gleaned by the National from all the sources in the universe.

SAFETY

BY FLORENCE A. ROBERTS

At almost every turn in our daily life, we are greeted with such warnings as, "Stop, Look, Listen," "Watch Your Step," "Careful," "Danger," "Look Out for the Cars," etc., etc. Obvi-

ously, these warnings are largely unheeded as we see by the growing list of dead, maimed, and injured.

The mad rush goes on in an effort to save a minute only to lose a life, the gamble for the thrill of beating a menace, even though to lose may mean disaster.

With the realization that all things worth while to humanity depend on a systematic education, a comprehensive plan to inculcate PRINCIPLE into the very warp and woof of our beings, the Parent-Teacher Associations of Missouri have taken up a work to EDUCATE Safety into our people. It is hoped that every circle in the state will have a safety department before the close of the school year. True to "P.-T. A." vision, the importance of early impression is recognized, and Junior auxiliaries are rapidly being formed all over the state.

Safety work has seemed to be, on the surface, only a series of warnings, but let us get down to fundamentals—to that which is embodied in our educational campaign.

We recognize that it is unwise to put the FEAR thought in the mind of anyone, especially a little child. But we can teach that an intelligent care of body and property can be maintained naturally because it is the proper thing to do. A man will get service out of his car, his radio, or his watch by taking care of them; knowing their highest efficiency and use to him lies in the perfection of their mechanism. When he drives his car it would unnerve him to be fearful and to hold mental pictures of disaster. Rather he must have a trained, clear head to know what to do under all circumstances.

A good plan to begin with in the case of little children is to instruct them early, at every street corner before crossing, "Look left and right, and do not cross if a machine is coming." It will soon be a fixed habit for the child to "look left and right." And again, "Matches do not belong to little children; they must not be touched," "Never eat or drink anything unless you know Mother approves." "It is not brave to take foolish risks; it is silly, and my child is not silly."

Do you know that the greatest number of accidents occur in the home and nearly all are preventable? Let us teach our youngsters to THINK.

The St. Louis County Council of Parent-Teacher Associations has a department of Safety under the able chairmanship of Mrs. Chas. Stone of Webster Groves, Mo. The educational campaign for safety lies very close to her heart, and she is giving valuable help and loving service. Before the close of school last Spring, she had the work well launched and she is resuming her efforts at this beginning of the school term, and the promise is good. Not only is she putting Safety departments in the various circles but she plans A. B. C. (Always Be Careful) auxiliaries among the children. As the scope of the work is so broad, Mrs. Stone is establishing co-operation between Parent-Teacher Associations and other organizations, such as the Boy Scouts, etc. Children are being taught traffic rules, the proper side of the road to take when walk-

ing in rural districts, supervision over younger ones, etc. The police departments of the country are asked to aid, and are giving cheerful response. The Automobile Club of Missouri and the Safety Council of St. Louis are also among the co-operating organizations, and are being of special aid in providing speakers and entertainment with moving pictures, to carry on the activities in safety education.

A FORWARD LOOK

BY MRS. H. B. RICHARDS

Bremerton, Washington

Last fall, the program chairman of Bremerton-Charleston Union High School Parent-Teacher Association, wishing to take up something which would be entirely new in our organization, decided that a questionnaire on subjects vital to the well-being of all concerned would answer the purpose. This list of questions, which follows, covered fairly well our entire field, touching on courses of study, equipment of different departments, the school library and its use by students, moral questions, study hours, finances, etc. These questionnaires were sent out to all parents of high school students.

At the September meeting our superintendent presented the several courses of study on the school curriculum and answered all questions asked. A "Back to School Night" presented a splendid opportunity for taking up other queries from the list submitted. The remainder were taken up at different meetings during the year, with some person leading the discussion. These discussions were kept informal with most of our rather small group taking part. Interest was manifested by some who had never before taken an active part in any discussion. The meeting where moral issues were considered, brought forth real heart-to-heart conference, with the meeting turned into a "committee of the whole" each member present giving ideas on the subject. All agreed that parents obtained best results by confidential talks with children as opportunity presented itself. Teachers should, however, confer with students needing guidance, where the need was apparent. It was brought out that teachers of science had many splendid opportunities for teaching moral lessons.

The discussion of school activities brought forth the general belief that students should not be permitted to assume too much responsibility in high school years, since it often leads to nervous disorders and impaired health.

Patrons of Bremerton-Charleston Union High School feel that this questionnaire has been the foundation for a year of real child-welfare effort and that the results will be apparent for many years. The spirit of friendliness and acquaintanceship has also been greatly enhanced. The questions used follow:

What courses are being offered in Union High?

Which one is your child taking?

Is it the one your child should take?

Why?

Could the mothers of the eighth-grade pupils be interested in the High School work and possible courses before the pupil is ready to enter High School?

How many semesters has your child been in school?

How many credits toward graduation has she?

Is she ahead or behind her grade?

What equipment has your school to help present the studies your child takes?

What should it have?

How large are your daughter's classes?

How large should they be?

What organized work of the school, besides regular classes is your daughter interested in?

Clubs, what ones are here?

Are they all wholly beneficial and necessary?

What is expected of the schools in this matter?

If we must have a Junior Prom, how can it be made less expensive to parents?

Should home or school accept the greater responsibility in moral training?

What sort of co-operation should be undertaken in the matter of moral training?

Is the high-school age the time when a girl ought to be informed of the duties of motherhood; and if so, how can this best be done?

Should the new treatment of goiter be given through the school or the home?

Have you made a real inspection of the high-school library?

What use is your daughter making of the library?

How closely do you advise with her about such matters as day-by-day success in class work?

Have you done all you can to help to make home conditions right for home study—room, light, freedom from disturbances, regular hours, etc.?

How many of your daughter's teachers have you met and talked with?

How many times have you visited in one of her classes?

Is it possible for us to have mothers spend as much time visiting schools as they do in social afternoon functions?

How can the school people make it more generally and definitely known that they want their work inspected and appraised by parents?

What does your daughter's teacher know about her home, family, ambitions, possible obstacles, etc.?

If she knew the child's traits as you know them, could she succeed better?

Could the work of the teacher be performed better than it is now if that teacher had the whole-hearted, well-informed, wide-spread co-operation of the mothers of her pupils? and the fathers, too?

How can the teachers, as a body, make it definitely understood that they welcome constructive suggestions but that they should be given the credit for being experts in their work?

How could our organization more effectively interest the mother in the high-school work, even though she cannot attend the Parent-Teacher Association meetings?

THE JITNEY CARNIVAL IN SHERIDAN, WYO.

BY MRS. CHARLES E. BAILEY

Perhaps one of the questions every Parent-Teacher Association is asking is, "How can we

raise some money?" After trying many things, our Association has adopted an "Annual Jitney Carnival," which is held the latter part of February each year and is looked forward to by old and young alike.

As the name implies, nothing costs over five cents, the price of a jitney ride in Sheridan. We have three entertainments or shows which last twenty minutes each and are repeated three times during the evening, so that those desiring to do so may see each show. The teachers and pupils furnish two of these performances, and the parents the third. They are either musical entertainments, minstrel shows, æsthetic dancing or little plays.

We also have a fish pond, which is stocked with "samples" and small articles which have been donated. This always proves most popular with the smaller boys and girls. Sometimes we add a "Natural Museum," but we charge only two cents for this. We have three booths at which we sell candy, which is solicited through the children; pop-corn balls, which are made by a committee in the domestic science room so that they will be uniform in size; and ice cream cones.

There is no admission fee, and each one can spend just what he cares to spend. Our proceeds are always about \$100, and our expenses, which include a small fee to the janitor for the extra work, are not large, and we find this the best way to raise money.

THE OPPORTUNITY SCHOOL OF COUNCIL BLUFFS, IOWA

BY MINNIE SLOVER

Lives there a school boy who has never longed for a school where there is no gong, no "periods," no monotonous round of study?

Such a school exists in the city of Council Bluffs, Iowa, and is known as the Opportunity School. Its teacher is Mrs. Cora Storrs.

Although there is no set routine at this school for boys, a great amount of work is accomplished each day.

There may be a spelling lesson in progress when the visitor enters the schoolroom. Shortly afterwards it will be noticed that the pupils are tiring of spelling, although visibly doing their best to give the correct answers and to learn.

As soon as the lagging period is reached, the lesson is changed to arithmetic for a while; then the pupils gather around the piano and Mrs. Storrs plays their favorite hymns.

Mrs. Storrs is firm with her pupils. The silence that comes of intense study and concentration is apparent in her schoolroom. She achieves success where other city school teachers have failed or where poverty or lack of parental interest have caused the boys to become backward in their studies.

The Opportunity School of Council Bluffs is for boys who have been unable to pass the required examinations which would allow them to study in higher grades or to enter high school. "Directed effort plus sympathy," is the reason Mrs. Storrs gives for her success.

The idea of the school originated with Theodore Saam, superintendent of public schools in

Council Bluffs. The matter was taken before the school board and the very apparent value of such an institution was instantly seen by the board members. Mrs. Storrs was selected from among the other grade teachers as she was known for her outstanding work with boys.

Actively interested in the school is the Foster-Parent Club, which also is an idea of Mrs. Storrs. These foster-parents, members of some of the best families in the city, are keenly interested in the educating of boys, and gladly co-operate with the teacher in inducing the members of her unusual class to study and to accomplish the aims which they had in view when they enrolled for the school.

One instance of the value of a foster-parent to the pupil of the Opportunity School may be mentioned here. Less than a year ago a bright young boy, former pupil, was preparing his work for the exhibition day at a Council Bluffs high school. He was motherless and his father was a day laborer with no time to spare to attend the school. Because the Opportunity School had assisted him to pass the required examinations for his entrance to high school, and by so doing had probably changed the entire tenor of his life, enabling him to struggle from the ranks of the illiterate and secure learning, he appealed to Mrs. Storrs.

"It seems a simple thing to you, I guess," he said, "but there is no one to see my work at school tomorrow. Mother has gone now, or she certainly would be there."

There was a "foster-mother" who attended the high school next day with a lump in her throat. She inspected the boy's work and ate lunch with him.

The "foster-parents" often invite the pupils of the Opportunity School to Sunday dinners at their homes. One youngster cleans his "foster-father's" car every week in return for a Sunday dinner such as he never could receive at home.

There is only one requirement for a foster-parent to be enrolled on the "Honor List" at the Opportunity School, Mrs. Storrs says, and that is he or she must have sympathy and understanding. Not a word about money, social position or time to spare. Just sympathy and understanding, so that the pupil who is being helped over the rough obstacles which fate placed for him in the early paths of life may find the same feeling of comfort with his foster-parent as he does in the classroom.

Trips to dairy farms, factories and other institutions in and near the city of Council Bluffs, where the boys may find something of interest and learn things of value, have been planned by Mrs. Storrs as part of her regular school schedule for this year. Once a week the boys are helped to consider the more serious things of life by the presence of a minister in the classroom, who talks to them but does not lecture.

The boys who made up the first Opportunity School, organized in Council Bluffs in 1922, were fifteen or sixteen years old and had reached only the fifth or sixth grades in their schools. Each year thereafter the same type of boys were invited to attend the school, and there was rarely a refusal.

After a few months under Mrs. Storrs' able

tuition, when a boy is told that he may enter the examinations for admittance to high school, it is not unusual for the teacher to receive a point-blank refusal. "I want to stay here and learn. I like to stay and I know I can learn," was the remark of one pupil.

There is food for thought for the psychologist and the student of human nature in Mrs. Storrs' Opportunity School and in the Foster-Parent Club with which it is associated.

THREE NOVEL PROJECTS

BY ELSIE VOELKEL STIGLER

Lamar School, situated in the heart of El Paso, Texas, is one of the eighteen grade schools of our "City of Eternal Sunshine." Mrs. Empress Arrington, its progressive and broad-visioned principal, has seen it grow from a small school to one of 690 pupils, about one-sixth of these being Mexican. From the kindergarten through the sixth grade, the slogan of Lamar is "self expression." Individuality is stimulated, initiative is gained, through the organization of various little clubs which direct infant steps toward leadership.

Of course, the Parent-Teacher Association year is still in its youth; however, innovations are being made and great things are expected to materialize during the year.

El Paso enjoyed the distinction this year of being the meeting place for the state convention of the Texas Congress of Mothers and Parent-Teacher Associations. Lamar School took pride in sending twenty-three delegates to this convention.

For the promotion of better acquaintanceship, closer co-operation and more sympathetic understanding among the mothers and teachers, "Mothers' Circles" have been organized for each grade in the school. These Circles hold meetings in the school or homes, as convenience permits; they assemble once a month, or less frequently, according to the pleasure of the Circle.

In a recent membership drive, each Circle chairman appointed two "grade mothers" for each grade; they, in turn, appointed several chairmen for each room, who made personal calls on a certain number of mothers. Thus more intensive work was accomplished, more mothers were made to realize their responsibility for membership. Several Mexican members visited Mexican homes and sought to interest those mothers in the Parent-Teacher Association and "Mothers' Circles." One mother thus gained meant a dozen prospective attendants. Again the practical functioning of the small organizations was seen in a mammoth Hallowe'en celebration in which each grade had an individual program. Circle mothers assisted teachers of their children in decorating, in distributing souvenirs, in acting as doorkeepers, etc.

One Circle chairman, who is planning monthly meetings, has three objectives in view for the first quarter. For the first meeting, which was a tea at the home of one of the members, children took notes to their mothers in which there was a personal appeal—the mothers' desire to know the mothers of their

children's immediate friends. The object of this meeting, of course, was to get acquainted in a way which is impossible in a large meeting, to awaken and to stimulate expression of mutual interests. The value of the mothers who became adherents of this Circle on this particular afternoon cannot be estimated in dollars and cents.

The next meeting planned by this Circle is to be an evening meeting into which the fathers and working mothers will be drawn. An interesting talk, vivified through souvenirs and trinkets from various countries, will be made by an El Paso teacher who spent the past summer in Europe. In addition to the interesting information which the children will enjoy after having just completed a study of Europe in that grade, they will demonstrate to their parents the work of their little club. The purpose of this meeting is to be twofold: first, the parents will see that the Circle is functioning for their children; second, it will give them an added interest in the school because they have learned something about what their children are doing, for in spite of urgent invitations, many parents never visit the schools.

As an additional attraction for the children, a small surprise will be in store for them in the refreshment line. This will be possible through a treasury fund obtained in this Circle by cake and candy sales, etc. On the whole, the Circle hopes to build up in this little grade a class spirit so vigorous that it will be caught by the mothers and transformed into enthusiastic and concerted action.

In the third meeting the "neighborhood mothers adoption" is to function in helping to solve problems of puzzled mothers through exchange of ideas based on actual experience and on reading authorities on particular problems. The "adoption" is to be as follows: the Circle chairman requests a mother to call up or call on a mother in her neighborhood. If she does not know one, several names and addresses will be given her. When she adopts a mother she pledges herself to know her, to help her in any way possible, to have a heart-to-heart talk with her concerning Mary or John. At the third meeting, then, several mothers who have been informed previously will be called on to talk two or three minutes on an adopted mother's problem—or merely to state the difficulty. Several questions will then form the basis for round-table discussions. (They are not necessarily to be solved at this meeting.)

Other Circles in the school are having different objectives on which they are pivoting their activities. All are working to accomplish bigger things for Lamar Parent-Teacher Association.

HOW OREGON WORKS FOR LEGISLATION

BY MRS. LEE E. SMITH

Through correspondence with county school superintendents and presidents of county Councils, names of women enthusiastic and willing to work for kindergartens in Oregon were se-

cured, written to and appointed county chairmen.

Each county chairman was asked to appoint her local chairmen and to work as seemed best to her, knowing her local conditions, co-operating, however, at all times with the plans of the state chairman.

First, efforts were made to interest the editors of all city and country newspapers in the kindergarten as the type of education for children four to six years of age, and thus to secure publicity throughout the months preceding the meeting of the Legislature at which time our bill was introduced.

Literature was secured from the Bureau of Education, Washington, D. C., and the National Kindergarten Association, 8 West Fortieth St., New York City. We met with the superintendent of public instruction, found him much in favor of kindergartens. We found his support a great help.

The bill was drafted and sent to an attorney for technical wording.

Money was raised by Portland Parent-Teacher Association to send a delegate to the International Kindergarten Convention at Minneapolis, from which many helpful ideas were brought back.

The need for kindergartens was brought before women's clubs, Parent-Teacher Associations, county Councils and community clubs.

In May the Oregon primary election was held, and as soon as the names of the candidates for the coming Legislature were known, the city and county chairmen began their campaign of educating them to the value of kindergarten training. We found later that this personal contact with the candidates, before their minds were filled with bills which seemed to them more important, was a great help in securing their votes for the bill.

Through the summer months we exhibited work done by children in Portland kindergartens, used large posters and sent our most able speakers to all Chautauquas and county fairs. In addition, a model kindergarten under the direction of a trained kindergarten was a feature of the state fair for one week.

A motion picture was made showing the various games and activities of the children in the Portland kindergartens. This was shown over the state in connection with a news reel, and attracted much attention and interest.

Arrangements were made to have a talk on kindergarten methods broadcast over the radio.

A window in one of the large department stores in Portland was furnished as a model kindergarten, and work done by the children four and five years of age was exhibited. Extreme interest was shown in a farm project worked out by the small boys which was complete in every detail, even to pigeons sitting on the barn roof. The cutting and sewing of aprons and the painting of a tea set molded of clay were interesting bits of girls' work.

The exhibit of children's work was sent over the state to be shown in as many towns as possible. Few people realized, until they had seen this, the value of the manual work in kindergartens.

The endorsement of the Federation of

Women's Clubs, State Teachers' Association, State American Legion Auxiliary, State Child Welfare Commission, the Portland Grade Teacher's Association and many organizations less prominent was secured and used at the time the bill was referred to the Educational Committee in the House and Senate.

At the time the bill was introduced, editorials showing the value of kindergarten training were printed in the leading Portland newspapers, three letters were sent to all legislators urging them to vote for the bill, and twelve trips were made by various members of the Legislative Committee to Salem to personally interview Senators and Representatives who were not believers in this type of education.

Blotters showing kindergarten children and calendars made by children themselves were used on the desks of the legislators.

The mandatory bill as drafted was changed by the Educational Committee to read *may* instead of *shall* establish. This passed the House. After much discussion in the Senate, the bill was referred to the Educational Committee, back to the Senate, then to the Committee for amendment, back to the Senate, and finally referred to the Committee for further amendment. As the time of the legislative session had passed, the bill "passed away," leaving the children of Oregon (with the exception of five groups) without kindergarten training.

Interest in kindergartens has been aroused in all parts of the state, and the Legislative Committee and all members of the Oregon Congress of Parents and Teachers are hopeful that at the next session of the Legislature a strong kindergarten bill will be passed giving our children two years of education which rightfully belongs to them.

NEW YEAR PLANS IN NEBRASKA

As the Nebraska Branch of the National Congress of Parents and Teachers is entering upon its fourth year of work, Mrs. G. H. Wentz, the state president, makes an appeal to her co-workers to enter the new year with renewed energy and with a determination to keep ever before them the real object, "The Child," and to do their utmost to surround the child with the best influences and advantages in the home, the school and the community. Many superintendents and teachers will go into their schools this fall prepared in a special way to assist in the organization and conducting of a Parent-Teacher Association in their community as a result of the Parent-Teacher summer course given at Peru, Kearney and Chadron given for that purpose. Parent-Teacher institutes have been conducted in connection with county superintendent conferences, and correspondence courses in Parent-Teacher Association are available to parents and educators.

A suggested program for each month has been prepared for Parent-Teacher Associations. The Children's Foundation study course has been recommended by the program committee and the state executive committee to be used as a part of each month's work. The course was prepared by Dr. Bird T. Baldwin, of the Child Research Station of Iowa, and Prof. M. V.

O'Shea, of the University of Wisconsin, both having given years to the study of child research. The text, "The Child: His Nature and His Needs," and the CHILD WELFARE MAGAZINE are used to carry out the study course.

The Beatrice Parent-Teacher Association conducted these lessons last year very successfully, and other states that have introduced the Children's Foundation course are enthusiastic about it. Mrs. Miley Graves, of Beatrice, has been chosen state chairman of the work.

Another special feature added this year to the suggested program is provision for a state day in March at which time the study of state and local history will be discussed as well as growth and development of Parent-Teacher Association work in the state. Familiarity with the history of one's native or adopted state will create a pride in and loyalty to it.

An exhibit to be located in the educational section of Agricultural Hall has been prepared for the state fair by the publicity committee.

The year 1925-26 promises to be one of the most successful in the history of the organization. With the meeting in Omaha of the national board of managers set for September 29 to October 2 and the fourth annual state convention in Omaha, at the Blackstone Hotel, October 15 and 16, added impetus will be given to the plans for the year and the work of organization and extension will be greatly furthered. Nebraska parents and teachers feel the honor and distinction accorded them by the national board of managers in selecting Omaha for their meeting and in providing an open meeting on September 29, at which Mrs. A. H. Reeve, the national president, and other national speakers addressed the members and friends of Parent-Teacher Association.

Mrs. William Ullman, of Springfield, Mo., national vice president, was speaker for the state convention and prominent educators and child welfare workers made up the remainder of the program. Round table conferences on membership, publicity, city and county councils, high school and rural parent-teacher associations, and pre-school and mother-training classes were valuable additions to the regular convention program.

From the scattered groups of mother's clubs and parent-teacher associations of a few years ago, has grown an organization of 10,500 in membership with the state and national congress. So rapid has been the growth that it is no longer possible to take care of the work under one head. Plans are already under way for the formation of district organizations.

Through the efforts of Mrs. Wentz the State Parent-Teacher Association Bulletin became a reality in December, 1924. Mrs. J. H. Frandsen was appointed editor and 52,000 copies of the first five issues were distributed to the associations which had attained membership in the state branch.

Last year the state honor roll contained the names of at least seventy-five per cent membership of patrons and teachers. This year emphasis will be placed not only upon membership but also upon the excellence of work done.

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